

1997

# The Flame Burns Brightly

Ralph A. Bellas

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**Mennonite College of  
Nursing  
1985-1995**

*The Flame Burns  
Brightly*



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**People      Progress      Promise**



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# Mennonite College of Nursing

1985-1995

## *The Flame Burns Brightly*

People Progress Promise



Designed and Produced by:

Donna M. Fackl



## About the Author

Ralph A. Bellas is Professor of English Emeritus at Illinois State University. Since his retirement he has taught in Japan and for two years in the Fiji Islands while serving in the U.S. Peace Corps. He is author of *Christina Rossetti* (1977) and co-author with John W. Kirk of *The Art of Directing* (1985). He has also published articles and poetry.

# Mennonite College of Nursing

1985-1995

## *The Flame Burns Brightly*

People Progress Promise

Ralph A. Bellas



Designed and Produced by:

Donna M. Faull

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Bloomington, IL 61701





The flame symbolizes the spirit of Mennonite College of Nursing. It commemorates the lamp of Florence Nightingale, the 19th century visionary who founded modern nursing and formalized nursing education, ultimately leading to its recognition as a profession. This vibrant, ever-burning flame signifies the potential for growth within each of us and the eternal pursuit of knowledge, truth, and wisdom. A gentle radiance symbolizing the Great Healer and Light of the World, the flame beckons us to be a spark of light, a center of faith, hope and love.

We unite our spirit with that of other nurses who have come before us in a life-long commitment to the service of others. This kindred spirit, emanating from God and binding us as one, summons each of us to serve as instruments of healing and peace and to apply our knowledge and skills compassionately, competently, and confidently with a moral conscience. We commit ourselves to serve "amore dei et humanitate"--for love of God and humanity.



## Acknowledgments

**Credits:** We sincerely appreciate the generous assistance of the following in the publication of this history.

**Flying Color Graphics, Pontiac, IL** donated labor and materials for all film separations and output for this history.

**Jim Carlson and Ron Brown, Peoria, IL** donated time and photography of a few items.

**Wayne Printing Company, Peoria, IL** supplied paper, printing, and binding for this book at cost.

Various staff from Art/Design/Production Department, **Glencoe/McGraw-Hill Publishing** offered valuable assistance and/or advice during the design and production stage of this book. Their help contributed to its successful publication.

**Donna M. Faull**

In the relatively short time from 1983-95, Mennonite College of Nursing experienced dynamic development. Planning, evaluating, and implementing policies and programs occurred at an unprecedented rate. The activities involved faculty, administrators, Board members, support staff, students, alumni, and friends in the community. In seeking information on the history for those years, I have had to rely on a great many people, so many in fact that, though they have my gratitude, it is not possible to acknowledge all of them. However, the following have been invaluable to me.

Kathleen A. Hogan had major administrative responsibilities during the entire period of the College's history. She was my principal authoritative source. Her encouragement kept me going during critical times. Gail A. Lamb and Mary Ann Watkins were also key figures in the College's history. Their dedication and contributions were significant.

In all matters concerning the Alumni Association, I relied on Dorothy DeVore. In specialized areas, I am indebted to the following: Jerry D. Durham, Jane R. Starn, Joyce Skelton Thorpe, Toni Tucker, Louise Bellas, and Eileen Fowles. Marian Brown, as Executive Secretary, responded pleasantly and efficiently to my innumerable requests for information and documents. Ralph A. Bellas, Jr. and Rick West provided computer assistance.

Numerous students have left their indelible marks on the history of Mennonite College of Nursing. Unfortunately, only the comments of a few could be incorporated in the text.

Thomas Carlyle wrote that "history is the essence of innumerable biographies." To the many people whose lives have helped shape the history of Mennonite College of Nursing and to the many who have helped in recording it for future generations, I am deeply grateful.

Completion of the manuscript was delayed when I underwent bypass heart surgery, subsequently spending several days in the hospital. This gave me the opportunity of experiencing firsthand the skills and the interpersonal behavior of nurses, several of whom were graduates of Mennonite College of Nursing. It also afforded me insights into the professional challenges faced by nurses today. The experience left me with a deep appreciation of their valuable contributions in a rapidly changing health-care system.

**Ralph A. Bellas**



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■ This beautiful stained glass rendering of a flame and a dove was a gift from the Mennonite Nurses' Alumni Association in 1991.



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**Mennonite  
College of  
Nursing at the  
Time of  
Publication, 1997**





## Chronology

1982



Baccalaureate curriculum approved by the Committee of Nurse Examiners of the Illinois Department of Registration and Education.

William E. Dunn, Chairman of the Mennonite Hospital School of Nursing Board of Directors, at a press conference formally announced the establishment of the Mennonite College of Nursing.

Alumni Office established. Alumni Scholarship Fund Campaign continued (first begun in 1981).

1983



MCN received Citation of Achievement from the Illinois Society of Nursing Administrators.

First baccalaureate class enrolled at MCN.

1984



MCN granted candidacy for accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Consolidation of the Mennonite Hospital Association and Brokaw Health Care, Inc. into BroMenn Healthcare.

1985



Last class of diploma students graduated; first class of B.S.N. degree students graduated.

Lyrics for MCN Alma Mater penned by Robert A. Hogan.

1986









MCN granted initial accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, retroactive to June 15, 1985.

MCN received approval by Illinois Board of Higher Education.


MCN incorporated in the State of Illinois.

Advanced Placement Program for registered nurses initiated.


National League for Nursing accreditation deferred.

- 1987**  MCN granted initial accreditation by the NLN, retroactive to June 15, 1985. First independent college of nursing in the nation so honored.
- Celebration Event held to observe eight-year accreditation by NLN.
- Kathleen Hogan Teaching Excellence Award established by Class of 1987.
- 1988**  MCN Honor Society inducted 98 members at first ceremony.
- First computer lab set up in Troyer Hall.
- 1989**  First Academic Scholarships awarded.
- 1990**  Grants from the Illinois Board of Higher Education and a major bequest in the will of Florence Kinsinger, 1923 graduate, made possible new and expanded facilities: new classrooms, new student center, new consolidated computer lab, chapel, library, nursing skills laboratory.
- 1991**  Gala Celebration held for formal opening of new facilities.
- MCN awarded continuing accreditation for 10 years by the North Central Association of Colleges and Schools.
- MCN motto adopted: "For Love of God and Humanity."
- New seal designed.
- First Presidential Scholarship awarded.
- Caring Individual Award established by Class of 1991.
- 1992**  Candelighting Ceremony initiated in January by Class of 1992.
- Major curriculum revisions approved by Illinois Department of Professional Regulation.
- Academic term changed from quarters to semesters beginning in the fall.




**1993-  
94** 

10/75 Celebration. MCN celebrated 10 years of offering the baccalaureate program; 75 years of nursing education.

**1994** 

MCN awarded continuing accreditation for 8 years by the NLN.

Founders Day established as an annual event focusing on cultural activities.

**1995** 

Presidential Medallion purchased for the College by the Friends of MCN.

Master of Science in Nursing Program approved by the Illinois Board of Higher Education and the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

# *Nursing*

*a career not measured in years  
but in moments...*

*A Victorian crazy quilt.*

*A nursing career.*

*What do they  
have in common?*

*Rich fabric.*

*Fragmented.*

*Held together by  
heart and hand.*

*Elaborately embellished  
with unforgettable moments.*

*Fine art.*

*Painstakingly executed.*

*A work in progress,  
often unfinished.*

*Chaotic yet controlled.*

*And Synergy...the whole is greater than the sum of its parts.  
In the end we will not remember the years we spent in nursing.  
We will remember only the moments.*

*Melodie Chenevert, R.N.*



## Mennonite College of Nursing at Work and at Play











*...and the Flame Burns Brightly.* It shines a light in a care-worn world...for love of God and humanity.



**Mennonite Hospital School of Nursing: The Passing of the Flame (1985)** chronicled the history of the School from its inception in 1919 as the Mennonite Sanitarium School to the last graduation of diploma students on May 11, 1985. It also recorded the formal transformation of the School into the Mennonite College of Nursing. The College admitted its first baccalaureate class on September 26, 1983, a class which graduated on June 15, 1985. The present history focuses primarily on the years from that first graduation to May 13, 1995, when the College's eleventh class graduated.

From the beginning the institution has been fortunate in having leaders from the administration, faculty, and community with foresight and the ability to respond to changes in socio-economic conditions and in the health-care delivery system. In the years prior to World War II, change occurred at a relatively slow rate. The program at the School of Nursing, like that at most nursing schools, was based on an apprenticeship model, that is, a "training" model in which students rendered hundreds of hours of service to the school's sponsoring hospital. In the process of this clinical training, augmented by classroom instruction, students acquired the necessary knowledge, skills, and values to work as trained nurses. In exchange for students' services, the hospitals provided the education classes, room and board, and hope of employment following program completion. At a time of limited career opportunities for women, many were attracted to this education/service exchange.

Following WWII, and especially in the past two decades, changes accelerated in society, health care, and education. In response to these changes, nursing programs greatly modified their curricula, employed faculty with higher education backgrounds, and encouraged the emergence and growth of college-based education for nurses. The Women's Movement served as a factor in a tremendous expansion of career opportunities for women and their greater participation in the work force. At the same time, research produced unprecedented new medical knowledge and technology, resulting in sophisticated diagnosis and treatment of medical conditions. Advances in computer technology allowed for a broad sharing of this new knowledge on the "Information Superhighway."

As the twentieth century draws to a close, roles of health-care providers are becoming increasingly blurred.



From the beginning the institution has been fortunate in having leaders from the administration, faculty, and community with foresight and the ability to respond to changes in socio-economic conditions and in the health-care delivery system.

## Introduction





An  
**MCN**  
Moment

Indeed, the flame burns brightly at Mennonite College of Nursing in tribute to the people who have contributed to the College's many achievements.

Role distinctions are being questioned and the care/cure dichotomy is under attack. Powerful forces both within and external to the health-care delivery systems question the validity of pouring additional resources into the battle against disease. Rather, these forces say, ought not these resources be spent in preventing illness and in maintaining health in the most cost-effective ways possible?

As a result of this questioning and the concerns about ever-increasing health-care costs, America is experiencing a shift from a model of health care focusing on illness care to one focusing on primary care. This shift, while anxiety-provoking for health-care providers and "consumers" alike, offers much promise and many opportunities for nurses to make full use of their education and expertise.

In response to changes in society and in health care, nursing education now emphasizes theoretical knowledge, communication, caring behaviors, critical and reflective thinking, decision-making skills, and values needed for life-long learning. Nursing school models have also changed over the past several decades, with most nursing education now taking place on college campuses. Increasing numbers of master and doctoral nursing programs have provided the instructors, researchers, and practitioners needed to educate more students, generate new knowledge, provide care for the sick, and promote good health. While the costs of this education have grown dramatically, government and private sources of assistance have aided students to achieve desired educational goals.

Mennonite College of Nursing reflects these changes and the high degree of professionalism that now characterizes nursing. All faculty, for example, hold advanced degrees in nursing, several having doctorates, to prepare them to carry out more effectively the College's mission of teaching, scholarship, and service. Over the years covered by this history, the College has demonstrated its excellence as an institution of higher education by achieving state approvals, institutional and specialized accreditations, by expanding its academic programs, by gaining approval for a graduate program in nursing, by increasing its network of clinical affiliations, and by establishing the MCN Honor Society. Indeed, the flame burns brightly at Mennonite College of Nursing in tribute to the people who have contributed to the College's many achievements.

A central figure throughout the years of its successful development has been Kathleen A. Hogan, who served as first Dean and Chief Operating Officer, later assuming the titles of Vice President/Dean and Chief Executive Officer, and finally, in 1990, President and Chief Executive Officer. She, as does the entire College, looks to the future with confidence and promise and reaffirms the commitment to excellence in nursing education and to meeting the challenges that lie ahead.



**Mennonite College of Nursing was the first fully accredited independent College of Nursing in the United States.** The magnitude of this achievement is now fully recognized with the writing of this historical account.

The initial challenge came with the realization that we were not merely developing a baccalaureate nursing program but that we were in fact establishing a new college. This realization broadened and crystallized our vision. Our College Board of Trustees then charged us to achieve accreditation by the time the first class graduated. In meeting that charge, we successfully completed four accreditation processes in four short years.

In retrospect, we were truly pioneers exploring new territory. The single-purpose degree-granting institution has a long history in higher education. However, such an institution was a new phenomenon in nursing education. The vision for change was shared by every member of our academic community. Like the pioneering persons who went before us, we were a faith-filled community with a strong sense of hope and love. Our determination and perseverance were boundless, as we worked through the barriers that involved legal, political and professional issues.

*An  
MCN  
Moment*

"Mennonite College of Nursing is a precious gem with lasting quality. Its

brilliance is distinctive, emanating from the lamp of service with the oil of healing. Its beauty and perfection are manifested in the lives of those people past and present that we honor"—our faith-filled founders, our highly motivated students, our distinguished faculty, our outstanding staff, our loyal alumni, our wise trustees, and our generous benefactors.

suggested that like a diamond, "Mennonite College of Nursing is a precious gem with lasting quality. Its brilliance is distinctive, emanating from the lamp of service with the oil of healing. Its beauty and perfection are manifested in the lives of those people past and present that we honor"—our faith-filled founders, our highly motivated students, our distinguished faculty, our outstanding staff, our loyal alumni, our wise trustees and our generous benefactors.

These people collectively brought to fruition the vision of Mennonite College of Nursing. However, a few people must be

Throughout the transformation period we were sustained by many voices of support and by our own celebrative spirit. I remember the wonderful spontaneous night the faculty, staff and students greeted me on my return from New York, where we had just won initial NLN accreditation. On another occasion the administrative staff hosted the faculty for dinner at the Bloomington Country Club and performed a song and dance routine to the tune of "Putting It Together Bit by Bit."

On April 18, 1994, we established Founders Day in celebration of our Diamond Jubilee, 75 years of nursing education and 10 years as a degree-granting institution. During the festivities I

## A Message from the President

**Kathleen A. Hogan**

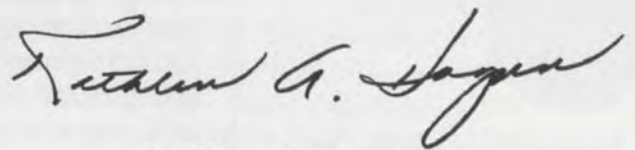




acknowledged for their special roles. Mennonite College of Nursing will be forever indebted to Mr. William Dunn, chief executive officer of Mennonite Hospital Association and chairman of the College Board of Trustees, and Dr. Jacquelyn Kinder, the first president of the College, for their vision and leadership in initiating the process to establish the College. Two other administrators provided the vital continuity in changing from a diploma to a baccalaureate degree granting institution: Mary Ann Watkins, Director of Admissions and Financial Aid, and Gail Lamb, Director of Student Affairs and Public Relations. Their loyalty, dedication and commitment to excellence were invaluable.

What was once a dream is now a reality. We had the opportunity to help establish a College, an opportunity that comes once in a lifetime to create policies and programs in nursing education that are right for our community and for our time. To have been part of this grand undertaking has been the highlight of my professional career.

Mennonite College of Nursing is built upon the strength of its heritage of Christian caring and its tradition of excellence. The strong sense of who we are and the clear vision of what we want to be will guide us into the 21st century. In the words of Reverend Emanuel Troyer, "This is of God; it will succeed."



Kathleen A. Hogan



**I came to Mennonite College of Nursing at twenty-eight with a previous degree and some life experience.** I also came with a general goal of serving my community by being a nurse. Over two years of upper-division study I was able to clarify goals and develop an interest in my eventual specialty of public health nursing.

I had the unique opportunity to be part of the first BSN class. We were taught by a faculty that worked hard to assure our success, and at the same time worked toward NLN accreditation. I recall the sense of accomplishment we all felt when accreditation was granted.

The challenge of obtaining an education in a developing institution was good preparation for practice in public health nursing. Being the first group in clinical settings and going through a curriculum for the first time are similar to facing the rapid changes and unpredictable environment of public health practice. As a nurse manager I am attempting to provide the balance of challenge and support for our staff that was modeled for me by the MCN faculty.

## **Curtis Fenton** **Class of 1985**



■ Curtis Fenton today is serving as assistant director of nursing at the Peoria Health Department.



## Sue Stark Class of 1995

**I think I was destined to have Mennonite College of Nursing play a major role in my life.** I was accepted into Mennonite upon high school graduation, but made a last minute decision to attend x-ray school instead. Nearly twenty years later when I decided to pursue a college degree, I was still drawn to nursing, so I applied and was once again accepted at Mennonite.

Here I received an excellent education that prepared me well for a career in nursing. The program's emphasis on the outcome abilities of caring, effective communication, critical thinking, and professional practice gave me a solid foundation to begin the practice of nursing. It created within me the desire to be a lifelong learner and to pursue further education.

Beyond this, Mennonite College of Nursing gave me an opportunity to accomplish in a "community" where people really cared about me and my success. The resulting boost in self-esteem and self-confidence was worth every hour spent on my education. Words really can't express the special feelings I hold for Mennonite College of Nursing. I will continue to "give back" to the college in any way that I can because of what I found there.



■ Sue Stark is serving today as a public health nurse.



During the period covered by this history, those in the forefront of development have been guided in decision-making by their belief in the mission, philosophy, and values of Mennonite College of Nursing. Since 1985, the mission and philosophy of the College have evolved to reflect the ever-expanding academic and clinical knowledge in nursing and the broadening awareness of responsibilities in society and to the environment. The concept of community has been more fully applied within the College and has been extended world-wide. In addition, the mission and philosophy now explain more precisely what “caring” should mean to the nurse on all levels of professional practice. While the values have remained constant throughout the long history of the institution, they have been more fully defined for the contemporary age.

## Prefatory Note


- Mission
- Philosophy
- Values



■ An on-campus chapel affirms the spiritual values and beliefs of MCN.

## Mission

### In My Opinion



*Mennonite College of Nursing not only provided the foundation for my nursing knowledge, but also showed me the caring side of health care. I have been impressed by the quality of the faculty and the forward-thinking of administrators.*

**Mary Anne Kirchner**  
Graduate, 1987

**The mission of Mennonite College of Nursing is to educate** beginning and advanced practitioners of nursing to serve the citizens of Central Illinois, the nation and the global community. The College acknowledges a particular responsibility to address the nursing and health-care needs of urban and rural populations, including those who are vulnerable and underserved.

As an independent upper-division and graduate institution, Mennonite College of Nursing builds upon the educational foundation previously acquired by students. The College creates a dynamic community of learning in a Judeo-Christian environment in which reflective thinking and ethical decision-making are valued. This community strives to be purposeful, open, just, caring, disciplined and celebrative.

In a rapidly changing and increasingly complex world, the College's mission has taken on expanded and diverse dimensions. In more specific terms, Mennonite College of Nursing seeks:

- ◆ to offer educational and personal services which facilitate the holistic development of students;
- ◆ to promote the dissemination and advancement of knowledge through excellent teaching that fosters learning;
- ◆ to prepare graduates to think critically, reflectively, independently, and interdependently;
- ◆ to foster effective communication;
- ◆ to nurture students in the caring attributes of competence, commitment, confidence, conscience, and compassion;
- ◆ to promote scholarship, professional activities, and community service among members of the College community;
- ◆ to prepare graduates dedicated to the promotion of wellness, healing and the continuing improvement of the health-care system;
- ◆ to support the advancement of nursing as a discipline and a profession;
- ◆ to engender a commitment to lifelong learning;
- ◆ to emphasize values in the Judeo-Christian tradition.



**In fulfilling its mission, Mennonite College of Nursing continues the tradition of being guided by a Judeo-Christian philosophy.** At the heart of this philosophy is the belief that while all people share a common humanity, each person must be regarded as an individual with special bio-psycho-social characteristics. Freedom of choice and self-determination are inherent rights and responsibilities of each person. Based on these beliefs, the College fosters an environment conducive to the development of the total individual.

A vital interactive relationship exists between humankind and the environment. Environment affects each person's biological being and extends beyond physical surroundings to encompass roles, relationships, and societal structures. Every human being influences and is influenced by that environment. All persons have a responsibility to protect the social as well as the natural environment in which they exist.

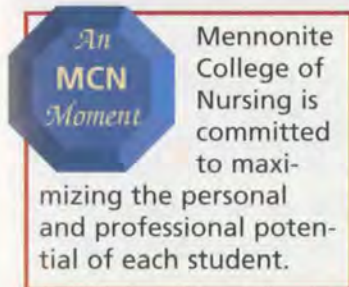
Health is a dynamic state influenced by individual, environmental and hereditary factors. Quality of life is significantly enhanced or diminished by the individual's state of wellness or illness. Pursuit of wellness is the right and responsibility of each person. Varying degrees of assistance

and counseling may be required in order to achieve an optimal state of health. It is the goal of nursing to strengthen each human being to achieve the wholeness of each individual.

Professional nursing ranges from basic nurturing tasks to increasingly complex interventions. Professional practice encompasses caring for individuals across the lifespan in a variety of settings. The nature and scope of nursing practice is influenced by changing societal needs. Nursing care responds to actual, potential and collaborative health-care needs. Critical thinking, effective communication, technical competence, and a caring attitude are abilities required of the professional nurse. The delivery of nursing care is managed in a systematic manner through use of the nursing process.

As a profession, nursing adheres to standards of practice and ethical codes as a means of ensuring quality care for all individuals. The Illinois Nursing Act serves as the legal basis for the practice of nursing. Nursing theory and practice are developed not only through research but also clinical experience.

Mennonite College of Nursing is committed to maximizing the personal and professional potential of each student. The faculty believes that learning as a lifelong process is promoted when intellectual inquiry, creativity,






self-awareness, self-direction, maturity, and responsibility are valued. Learning is a process of developing human potential through the interaction of the individual with the environment. This interaction results in positive attitude changes, knowledge acquisition, and technical competence.

The faculty of Mennonite College of Nursing believes that the knowledge, attitudes, and skills required for professional nursing are best achieved when built upon a solid foundation of study in the humanities and sciences. The faculty values a liberal arts education, which serves to foster an understanding of society and provides a humanistic basis for the study of nursing. Baccalaureate nursing education prepares the graduate for the practice of professional nursing in a variety of settings and provides the basis for specialization through graduate study in nursing. The master of science in nursing prepares nurses for advanced practice in health care and provides the foundation for doctoral study.

(Approved by the College Assembly, March 3, 1992, and the Board of Trustees, April 20, 1992. Revised by the faculty and administration, May, 1995.)

### *In My Opinion*



*Working at Mennonite has helped me to grow professionally. Having the opportunity to work with students compels one to keep current, theoretically and clinically. I find that I have adopted aspects of the Mennonite philosophy into my personal life as well.*

**M. Gay Dolan**  
**Assistant Professor**  
**Community Health Nursing**



**Broader in scope than the professional and personal aims expressed in the mission and philosophy of Mennonite College of Nursing are four interactive values which have long been part of the institution.** These values are the affirmation of the dignity and worth of all persons; a recognition of the wholeness of life; the responsible use of nature; and the promotion of a life of peace. Within each of these generally expressed values, several beliefs have been identified.

**1. Affirmation of the Dignity and Worth of All Persons**

- ◆ value the diversity of humankind throughout the life span regardless of economic condition, race, religion, sex or age
- ◆ respect justice, equality and the right to privacy
- ◆ inspire all people to move beyond self-interest to minister to others
- ◆ believe that each person is created in God's image

**2. Recognition of the Wholeness of Life**

- ◆ uphold the importance of the body-mind-spirit as an integrated whole
- ◆ promote an attitude of caring
- ◆ believe that concern for the whole person extends beyond those served to include family, friends and support systems within the community
- ◆ pursue lifelong personal and professional learning fostered through creative interaction in a community of learners
- ◆ foster healing and optimum human health

**3. Responsible Use of Nature**

- ◆ value action, attitudes, and behaviors that nurture all of the earth
- ◆ promote an aesthetic environment where time, relationships, gifts, and talents are valued
- ◆ recognize that all creation leads us back to God
- ◆ express concern about environmental issues that have implications for health care

**4. Promotion of a Life of Peace**

- ◆ build a community where conflict is resolved by peaceable negotiation and reconciliation
- ◆ uphold moral, ethical and legal principles
- ◆ advocate gentleness, forgiveness, mercy, and inner peace for self and community based on Judeo-Christian teachings
- ◆ promote peace by working for justice
- ◆ act as a health-care advocate

## Values



## A New Era

### Background

After inquiries and a preliminary assessment of resources by administrators and faculty of the School of Nursing, the formal initiative to consider long-range plans was taken on April 3, 1978, at a meeting of the Mennonite Hospital School of Nursing Board. Jacquelyn Kinder, Director of the School, recommended, and the Board approved, Abby M. Heydman as a consultant.

The following year, in August, 1979, Heydman submitted her "Long Range Planning Study." She noted that health care and the role of nurses in it were undergoing significant expansion and modifications. She also pointed out the "increasing professionalization of nursing, leading to greater emphasis on academic preparation and credentialing." Among other factors mentioned in the Study as affecting nursing schools were the increasing number of women in higher education, the increasing number of non-traditional nursing students, and the changing sources of funding. After a detailed analysis of the situation at Mennonite Hospital School of Nursing, Heydman charged the School to consider the impact of the changing conditions in society, health care, and nursing education and to set long-range goals. Four courses of action were outlined, with conversion to a degree granting institution the most viable.

Heydman's Study led in the fall of 1980 to the School of Nursing undertaking a background and feasibility study. The Study first focused on three broad areas: 1) "examining a variety of innovative baccalaureate nursing programs;" 2) "identifying the financial implications of such models;" and 3) "exploring the role of external organizations in the implementation of a non-traditional nursing program."

After an extended period of collecting information on non-traditional baccalaureate programs, visiting campuses, conducting interviews, and holding consultations, the School Board, administration, and faculty of the School of Nursing decided that the best choice would be a single-purpose, upper-division institution conferring the baccalaureate degree. The Board recognized the pioneering nature and risks of such a venture.

Inquiry of the Illinois Board of Higher Education indicated that Mennonite Hospital School of Nursing would not require special approval in order to grant the degree. The School was also informed that it would be eligible to apply for affiliation with the North Central Association, an affiliation necessary before seeking accreditation by the National League for Nursing.

The Study then turned its focus on local factors: the "need for the program in the community," the "potential for adequate faculty," "adequacy of clinical and non-clini-



cal resources," and "financial commitment." Reaching positive results in all areas, and with the support of the Mennonite Hospital Association, the Study concluded that it was advisable to pursue the establishing of a single-purpose, upper-division institution offering the degree of Bachelor of Science in Nursing. In so doing, the School was continuing its long tradition of modifying its structure and programs to meet the challenge of changing health-care needs and nursing education. Every member of the academic community understood the dangers in riding the "white waters" of the accreditation processes. There would be no turning back. The stakes were high.

The Study was submitted to the Illinois Committee of Nurse Examiners on June 5, 1981. After its approval for "further planning," the School presented its "Baccalaureate Nursing Program Feasibility Study" to the National League for Nursing in October, 1981.

Throughout the process, evaluation teams were especially concerned about having an effective independent governance structure and financial stability. In meeting those concerns, administrators proposed that the College be established as an entity within a multi-institutional system known as BroMenn Healthcare. BroMenn Healthcare would ratify a self-elected Board of Directors as the legally empow-

ered policy-making body for the College. The first year, three standing committees would direct the affairs of the College: executive, financial and development, and academic and student affairs, but thereafter they would serve as a committee of the whole.

In the matter of finances, evidence was required of the current and long-range financial viability and control

over budgetary matters. Even before the College was established, the School of Nursing had moved toward a policy of becoming financially self-supporting. That policy would continue with operational funds coming from tuition, fees, grants, and medical-educational reimbursements. Capital expenditures would be covered by BroMenn Healthcare. Within BroMenn Healthcare, three separately incorporated foundations could provide financial assistance on a contingency basis. By 1981 the School had set up a Public Relations Program for the purpose of raising money for student scholarships and, in the long-term, to build an endowment fund.

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The work of establishing the College of Nursing involved a great many people for more than five years. Playing key leadership roles, and with inspiring vision, were William E. Dunn, Chief Executive Officer of the Mennonite Hospital Association and Chairman of the Mennonite School of Nursing Board of Directors; Jacqueline S. Kinder, the College's first President; and Kathleen A. Hogan, founding Dean of the College.





■ Mr. William E. Dunn



■ Dr. Jacqueline S. Kinder



■ Dr. Kathleen A. Hogan

The faculty assumed responsibility for doing the spade work in developing the baccalaureate curriculum, along with other academic, faculty, and student matters. A contracted consultant brought experience and expertise to deliberations. Administrators from two local universities also proved a valuable resource.

The work of establishing the College of Nursing involved a great many people for more than five years. Playing key leadership roles, and with inspiring vision, were William E. Dunn, Chief Executive Officer of the Mennonite Hospital Association and Chairman of the Mennonite School of Nursing Board of Directors; Jacqueline S. Kinder, the College's first President; and Kathleen A. Hogan, founding Dean of the College. Others making significant contributions in those early years included Donna Boyd, Gail Lamb, and Mary Ann Watkins. Influenced by accreditation standards of the National League for Nursing and the North Central Association of Colleges and Schools, as well as by requirements of the Illinois Board of Higher Education and the Illinois Department of Professional Regulation, these leaders determined the College's initial administrative structure. They also collaborated with the faculty in developing the academic program, the conceptual framework for the curriculum, the courses, and the clinical components.

Changing from a school of nursing to a college of nursing was complex and time-consuming. Consulting, planning, organizing, and gaining approvals were frequently arduous and discouraging. The pressures to meet deadlines, coupled with the psychological impact of resistance from persons and organizations whose support was needed, proved a difficult burden. For example, in efforts to become a degree-granting institution, they met with considerable opposition from nursing education leaders who saw this type of change as merely "old wine in new bottles," that is, the continuation of diploma nursing education under a new mantle. These higher education "traditionalists" saw the new college as a step backwards for nursing education, a change that would reverse three decades of efforts by nursing to assume its rightful place on college and university campuses. The type of institution that the emerging Mennonite College of Nursing represented did not fit into their concept of a college. While many precedents within the higher education area refuted this view (for instance, music, art, law, and medicine), many nursing education leaders nonetheless saw the change that was underway at Mennonite and similar institutions as a giant step backward for nursing and actively resisted such efforts, a resistance that continues in subtle forms. Higher education leaders outside of nursing, however, took a more supportive position, accepting colleges of nursing as a natural development in higher education.



Hard work and perseverance brought positive results. On November 29, 1982, the Committee of Nurse Examiners of the Illinois Department of Registration and Education approved the baccalaureate curriculum. On December 1, at a press conference, William E. Dunn officially announced the establishment of Mennonite College of Nursing.



## Transition Years: 1983-1985

The years from 1983-85 marked an historic period of transition. During those academic years, the diploma program was phased out and the baccalaureate program was implemented. The two programs ran concurrently, separate but under one legal administrative entity. Each had its own curriculum, students, and faculty.

In her address of welcome to the students at the first baccalaureate convocation on September 22, 1983, Dean Hogan stated that "the time has come for the transition of nursing education into the mainstream of higher education due to the expansion of the role of the nurse and the recognition of nursing as a profession." She also announced that the Illinois Society of Nursing Administrators on September 21 presented a citation of achievement to Mennonite College of Nursing for "unusual foresight, ingenuity and resourcefulness in planning for the future education of nurses."

On September 26, classes began for twenty-nine students whose lower-division education was received at other post-secondary institutions. Although prospective students could get their 60 hours of prescribed course work at any accredited college or university, Mennonite College of Nursing set up a consortium consisting of a local university and six regional colleges to facilitate matriculation into the Mennonite program.

In order to appoint and retain a highly competent faculty for the College, accrediting agencies stressed the need to institute a faculty development program. As a first stage, attempts were made to recruit faculty members who could serve as mentors to less experienced faculty and help to socialize them into upper-level teaching and research expectations. Faculty members in the diploma program who met the basic criteria ultimately received appointments in the B.S.N. program.

A number of additional steps were taken in order to promote faculty development. Library resources were greatly increased in the areas of faculty enhancement and of higher education generally. Workshops were conducted on college teaching, research, scholarly writing, and publication. Tuition reimbursement was offered to those doing doctoral work and to those taking continuing education courses in special fields of research, evaluation, and teaching. Professional conference attendance was encouraged.



Another of many changes occurred in April, 1984, when the Mennonite Hospital School of Nursing Alumni Association changed its name to the Mennonite Nurses' Alumni Association. The change signified that the Association would include graduates of the School and the College.

On June 22, 1984, Mennonite College of Nursing was granted candidacy for accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Preparations began immediately for a self-study and the anticipated site visit in November of 1985 by an evaluation team.

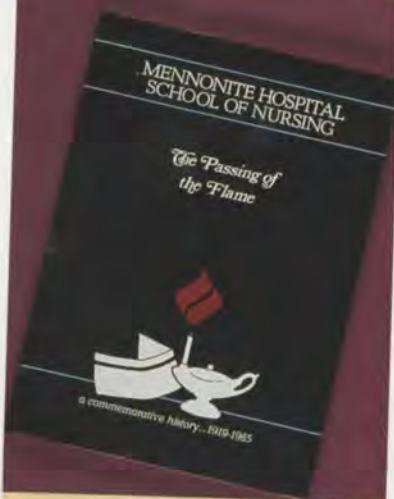
With the second incoming class in the fall, the College had a full complement of students--a junior and a senior class. Appointments also brought the faculty to full complement.

The year 1985 was a year of great historical significance. Jacquelyn S. Kinder, President of Mennonite College of Nursing and William E. Dunn, Chairperson of the College Board, resigned. Kathleen A. Hogan was appointed Chief Executive officer of the College and Jeffrey B. Schaub was named Chairperson of the College Board. On May 11, 1985, the last diploma class of 36 students graduated from Mennonite Hospital School of Nursing, bringing to a close a long and distinguished era. On June 15, 1985, the first class of 27 students receiving the degree of Bachelor of Science in Nursing graduated from Mennonite College of Nursing, marking an early milestone in a new era. (The Alma Mater was sung for the first time at the graduations.)

In commemoration of the end of the School of Nursing era in 1985, the alumni established a Hall of History in Troyer; and a commemorative history of the years 1919-1985 was published: *Mennonite Hospital School of Nursing: The Passing of the Flame*.

### Governance

A defining moment in the establishment of Mennonite College of Nursing goes back to the formation of a separate policy-making board for Mennonite Hospital School of Nursing in 1965. At that time the Mennonite Hospital Association Board of Trustees recognized the school as a separate educational entity rather than a department in the hospital. As stated in the Articles of Organization, the purpose of the Board was "to establish a controlling body which can direct full attention to the School of Nursing so as to give proper attention to the demands of the institution."





Having a well-established Board composed of outstanding community leaders was crucial to the transformation of the diploma school into a degree-granting institution. It is significant to note that the School of Nursing Board functioned productively with the Mennonite Hospital Association Board for 19 years. During this period every major decision made by the School Board was ratified by the Hospital Board. The success of this relationship was due to open communication and common understandings between the two boards. As a result, the School of Nursing Board was well prepared to undertake the arduous decision-making journey from the consideration of a long-range plan in 1979 to the final momentous decision in 1982 to establish the Mennonite College of Nursing.

Subsequently, the Mennonite Hospital Association Board on February 28, 1983, amended the Articles of Organization, designating the Board of Mennonite Hospital School of Nursing to serve as the Board of Mennonite College of Nursing. The amendment included expanding the Board membership from eight to ten. The Articles also provided for diversity in the composition of the College Board. Membership included leaders from the business, professional, and academic communities. The College President and Dean served as ex-officio members. The Board was obligated to assure that the Judeo-Christian tradition, so vital a part of the past of the institution, would serve as a guide and inspiration for the future.



...every major decision made by the School

Board was ratified by the Hospital Board. The success of this relationship was due to open communication and common understandings between the two boards.

As Mennonite Hospital School of Nursing was transitioning into a degree-granting institution, the Mennonite Hospital Association Board of Trustees voted on November 28, 1983, to form a new corporation through consolidation with Brokaw Hospital, Inc. In July, 1984, the new corporation was formed and named the Brokaw-Mennonite Association, a holding company which conducted business as BroMenn Healthcare. (This multi-institutional system was owned and operated by 110 member churches in central Illinois representing several denominations.) Consequently, the operation of the College was now authorized by the bylaws of BroMenn Healthcare.

The BroMenn Healthcare Board of Directors delegated responsibility to the College Board for policy decision-making and control of the College in all matters. The College Board delegated the administration of the institu-



tion to the President and other administrative personnel, who in turn delegated to the faculty the responsibility of carrying out the College's mission of teaching, research, and service. In February, 1985, the College Board approved a five-year strategic plan that guided the administration and faculty in the ongoing development of the College. The goals included:

- ◆ Admit and retain qualified and motivated students;
- ◆ Provide excellence in classroom and laboratory instruction and provide for continuity of the profession by educating individuals in professional attitudes, knowledge and skills;
- ◆ Maintain high standards which comply with the State of Illinois Nurse Practice Act and the appropriate educational and professional accrediting boards and organizations;
- ◆ Secure and retain academically and professionally qualified faculty who will share their insights and experiences in a manner which encourages openness and trust;
- ◆ Encourage participation by faculty, students and graduates in professional and community activities responsive to the health needs of society;
- ◆ Encourage faculty to participate in and contribute to research and scholarly activities for the advancement of nursing;
- ◆ Provide resources and facilities to support an educational program of high quality;
- ◆ Provide a climate that motivates students to mature intellectually and personally.

### **Organizational Structure**

On November 15, 1982, the Board of Mennonite College of Nursing appointed Jacquelyn S. Kinder Chief Executive Officer and founding President of the College. Dr. Kinder had served as Director of Mennonite Hospital School of Nursing for 12 years and was subsequently appointed Vice President--Nursing. In June, 1983, Dr. Kinder was appointed Chief Operating Officer of Mennonite Hospital, while retaining the presidency of the College. In 1984 she took on new responsibilities at BroMenn Healthcare, relinquishing her administrative role at MCN. Dr. Kinder maintained a relationship with the College as a Board member. She resigned on July 19, 1985, to assume the chief administrative position in the Health Center at the University of Georgia.



The Articles of Organization of the College of Nursing Board stated that the primary role of the president was "1) to provide the overall administrative leadership in the development of new policies, programs, and services; and 2) to oversee the development, coordination, implementation, and evaluation of the educational program."

At the time of Dr. Kinder's appointment by the Board in 1982, Kathleen A. Hogan was appointed Chief Operating Officer and Founding Dean. Hogan had been a faculty member and course chairperson for 11 years and Director of Mennonite Hospital School of Nursing for five years. She played a key role in getting the baccalaureate program approved and operational.

The primary duties of the Dean included "1) participating in the development of administrative policy and assuming responsibility for its implementation; 2) directing the development, implementation, and evaluation of the educational program; and 3) developing new programs and services in conjunction with the President."

In addition to the Dean, an administrative staff was responsible for the nonacademic areas of admissions, financial aid, student life, facilities, and resources. Three individuals, who had a long-standing relationship with Mennonite Hospital School of Nursing, assumed major roles in developing the new baccalaureate program: Donna Boyd, Assistant Dean; Gail Lamb, Director of Counseling Services; and Mary Ann Watkins, Director of Admissions and Financial Aid. (Following Donna Boyd's resignation, Deborah Mitchell served as Assistant Dean (1983-84), followed by Lucile Armstrong in 1984.)

The Assistant Dean's main duties were "1) to participate in the development of administrative policy; 2) to assume responsibility for faculty recruitment and development; 3) to coordinate the development, implementation and evaluation of the curriculum; and 4) to direct the maintenance, security, and improvement of the physical facilities."

The Director of Counseling Services maintained a quality program of services for the educational and developmental needs of students, including individual and group counseling, residence hall counseling and programming, paraprofessional training, housing, student health, preview day, and student orientation.

The Director of Admissions and Financial Aid served as registrar and assumed responsibility for recruitment, admissions, and financial aid.

Sue Stroyan, who had been Director of the School Library, was appointed by the president as Director of the Health Science Library of the College. As library consultant to students, faculty, and staff, she was responsible for cataloging and the efficient use of resource materials in the hospital and the College.

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relationship with Mennonite Hospital School of Nursing, assumed major roles in developing the new baccalaureate program: Donna Boyd, Assistant Dean; Gail Lamb, Director of Counseling Services; and Mary Ann Watkins, Director of Admissions and Financial Aid.



Faculty involvement in the affairs of the College came principally through the Faculty Organization. The Organization's bylaws, approved on September 26, 1983, stated its purposes:

- ◆ to insure a smooth phase-out of the diploma nursing program;
- ◆ to provide governance of faculty consistent with institutional policies and procedures to assure faculty rights and responsibilities;
- ◆ to serve as the decision-making body relative to the implementation of institutional policies and procedures regarding academic, student, and faculty affairs.

The faculty carried out these purposes through five standing committees: Faculty Development and Evaluation; Research and Program Evaluation; Leave of Absence, Merit, and Promotion; Educational Standards; and Curriculum. (Students shared in governance through their membership on these committees.)

When Dr. Kinder assumed her position with BroMenn Healthcare in 1984 and relinquished her administrative responsibilities at MCN, Kathleen A. Hogan was appointed Chief Executive Officer of the College.

From the governance perspective, the transition years of 1983-85 may be described as the Alpha and Omega--the beginning and the end. During this period all attention, all energy, was focused internally to ensure that the baccalaureate program was launched with pride and a commitment to meet professional standards in higher education and that the diploma program was ended with pride also in keeping with Mennonite's history of excellence in nursing education.

## **Financial Status**

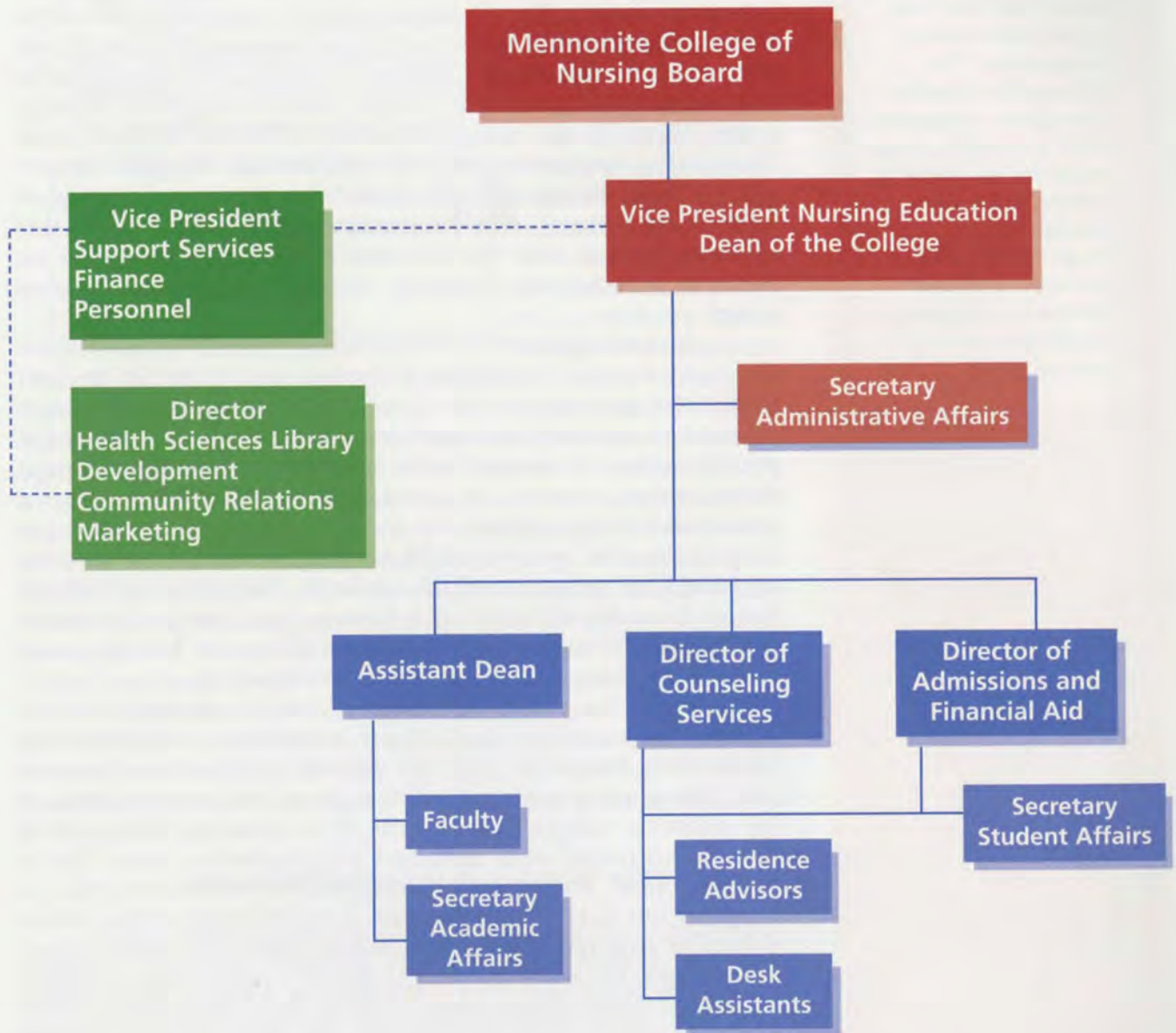
Historically the Mennonite Hospital Association provided varying levels of financial support for formal nursing education. This support was continued with the formation of BroMenn Healthcare in 1984.

With the establishment of Mennonite College of Nursing, the assumption was that it would develop a sound financial base for operation. The ultimate goal was to become financially self-sufficient. An underlying policy was that students would pay a fair share of the cost of their education.

Policies giving direction for the financial management of the College included: the process for budget preparation and approval, capital equipment planning and



# MENNONITE COLLEGE OF NURSING ORGANIZATIONAL CHART 1985



**Legend:** — Direct Reporting Relationship Within the College  
 - - - Coordinating Reporting Relationship With BroMenn Healthcare



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...Dean Hogan sought assistance from the Mennonite Hospital Association and the Mennonite Alumni Association. The Mennonite Hospital Association responded with a temporary loan program for students during this interim period and the Alumni Association initiated an Alumni Scholarship Appeal, which became an annual event.

acquisition, capital improvement planning and expenditures, and the generation of revenue from tuition and Medicare reimbursement of allowable educational costs. The president and the dean were responsible for budget development and accountable for operating the College within the Board-approved budget.


During the early development of the baccalaureate program, administrators became aware of a significant financial glitch. The College was not eligible for federal financial aid until it achieved accreditation from the North Central Association of Colleges and Schools. Recognizing the negative impact this would have on student recruitment, Dean Hogan sought assistance from the Mennonite Hospital Association and the Mennonite Alumni Association. The Mennonite Hospital Association responded with a temporary loan program for students during this interim period and the Alumni Association initiated an Alumni Scholarship Appeal, which became an annual event.

In anticipation of the financial needs of the future College, a public relations program was initiated in 1981 under the guidance of Mr. Lee Short, a professional development consultant in higher education. The purpose of the program was to broaden the constituent base that would develop new sources of financial support. The short-term goal was to raise money for student scholarships, and the long-term goal was to build an endowment fund to help support the operation of the College. Development efforts focused on the Alumni, the Governing Board, the later-chartered Friends of Mennonite College of Nursing and various segments of the business community.

Over the years members of the Mennonite Nurses' Alumni Association had been generous in supporting Mennonite Hospital and the School of Nursing. Late in 1981, the alumni were asked to support the desperate need for student scholarships. The first Alumni Scholarship Fund Campaign was directed by co-chairs, Jane Shoot Armer (class of 1976) and Karen Hildreth (class of 1959). In conjunction with this effort, an Alumni Office was established in August of 1982, which was staffed by two alumni volunteers, Dorothy DeVore (class of 1954) and Lois Baker (class of 1940). Thereafter, scholarship campaigns were directed under their leadership. The first four campaigns (1981-85) netted \$50,675, with approximately 32 percent of the alumni making contributions. During the same time \$25,489 in scholarships were awarded to 28 students.

Efforts to involve the community in support of the College began in earnest in 1982. In that year, the Bessie Roemersberger Endowment was established with a deferred gift of 80 acres of farmland valued at \$224,000. On December 6 of the same year, a charter meeting was held





## In My Opinion

*I feel lucky to be in the Mennonite program. I like the standards that are set for students. The financial aid package that was set up for me was adequate for my needs. The financial aid program is very important to me. Without it I would not have been able to come to school because of the high cost of college these days. The financial aid program makes it affordable to attend Mennonite.*

**Pat Humbles**  
**Graduate, 1986**

of the Friends of Mennonite College of Nursing. A Steering Committee of five and 22 other women attended and contributed \$4,800. The Steering Committee expanded in 1983. On March 22, 1984, at an informational coffee, \$1775 was donated.

At this time, a series of educational sessions was held with the College Board for the purpose of involving members in the College development

efforts in the community. Members Nancy Froelich, Chairperson of the McLean County Board, and Richard Johnson, president of McKnight Publishing Company, opened the doors to many local businesses when a new program, Partners in Nursing Education, was implemented. Business leaders were invited individually to become a partner in one of three ways: full partnership, achieved by an annual contribution of \$4,500; a cooperative partnership, \$1,500; a contributing partnership, \$500. Of those businesses contacted, three companies (Champion Federal, GTE, Dixie Truckers) made contributions totaling \$8000.

To further publicize fund-raising efforts, the College administrative staff developed a case statement to tell the story of the College. On May 13, 1983, the College hosted a breakfast at which the story was recounted for executives of financial institutions.

### Financial Summary, Fiscal Year 1985

Early efforts to seek outside funding to supplement regular revenues brought encouraging results, and the experience helped prepare the way for later, more systematic public relations and funding initiatives.

By 1985, income from tuition and fees offset 100 percent of direct instructional costs. Revenue came not only from tuition but also from state capitation grants, and Medicare reimbursements for allowable education costs. For the fiscal year ending June 30, 1985, College revenues totaled \$1,128,984 and expenditures \$1,120,487, resulting in a gain of \$8,497.



## Facilities

During the transition years, Troyer Hall was the center of activities for both the diploma and the new baccalaureate nursing programs. Troyer Hall was constructed in 1945, with funding made available through the Hill-Burton Act. A brick building consisting of four floors totaling 30,000 square feet, Troyer Hall was the first and only building designed for the nursing education program. Originally called Troyer Nurses' Memorial Home, it was dedicated as a memorial to Reverend Emanuel Troyer, one of the founding fathers of the Mennonite Hospital Association, who served as chairman of the Hospital Board during its first 23 years. Three floors served as a dormitory, with the lower floor used for educational purposes. Troyer Hall is located at 804 North East Street in Bloomington, just behind Mennonite Hospital. A lower-level concourse gave easy access to the hospital.

Throughout the years, space utilization in Troyer Hall was changed to meet the evolving needs of a growing educational program. By 1983 the lower-level housed a small library, a nursing practice lab, which replicated a two-bed patient hospital room, and a large room that could be converted into three classrooms by folding partitions. Administrative and faculty offices, as well as a reception lounge, were located on the first floor. The two upper-floors continued as a residence hall for female students.

■ Troyer Hall, built in 1945, was dedicated as a memorial to Reverend Emanuel Troyer, one of the founding fathers of the Mennonite Hospital Association. He served as chairman of the Hospital Board during its first 23 years.





In 1983 Troyer Hall was still considered a structurally sound building, in spite of constant problems with the aging mechanicals and a flat roof that caused serious water damage after heavy snows or torrential rains. Administrators and faculty were also well aware that the existing classrooms were not conducive to effective teaching and learning due to poor environmental control of heating, cooling, and noise. Additional space with better climate control was desperately needed.

As a result, in 1983 space in the Physicians Office Building (referred to as POB and in time the Education Center) was allocated to the College. The POB, a brick building constructed in 1979, is located at 107 East Chestnut across the street from Troyer Hall.

For the fall academic term of 1983, space on the lower-level of the POB was made into a classroom that could accommodate 50 students. The following year additional space on the same level was converted into a conference room and an enlarged nursing practice lab with four simulated patient care units. The nursing practice lab in Troyer Hall became a media center in the library.

The space in the POB and the modern heating/ventilating and cooling system, as well as an elevator, greatly improved the facilities and the teaching/learning environment of Mennonite College of Nursing.


Also during this transition period the College had access to conference rooms in adjacent Mennonite Hospital, and the dining room of the long-term care unit was available for occasional events. For large gatherings, such as convocations, the auditorium in the Health Services Building at 202 East Locust Street was used.

## Academic Program

In 1982, after the Illinois Department of Registration and Education authorized an upper-division baccalaureate nursing program at MCN, the faculty, working with consultant Connie Curran, Ph.D., crafted a relevant contemporary curriculum. The work was undertaken in the context of the institution's Christian heritage, its traditions, and educational excellence.

Dr. Curran led the faculty through a process of articulating, analyzing, and evaluating their assumptions and beliefs regarding values, teaching and learning, professional nursing, and health. This process generated mission and philosophy statements, as well as academic program goals.

### *In My Opinion*



*My academic experiences at Mennonite have been excellent. The theory and clinicals have been challenging and very rewarding.*

**Fran Alameda**  
1995 Graduate





## In My Opinion

*As a senior at MCN, I have come to realize how closely the faculty work with the students to encourage our growth and enable us to do so. I have created many new friendships here with both students and faculty. I thank God frequently for getting me here. I have grown and gained insight into who I am. This school helps you to view yourself entirely while you learn and grow as a person. This has been a wonderful experience for me.*

**Lisa Johnson**  
**Ambassador, 1992-93**  
**and 1993-94**

Then the faculty developed a conceptual framework based upon current behavioral and nursing theories and models by Marilyn Christman and Martha Fowler, Dorthea Orem, Martha Rodgers, and Sr. Callista Roy. The framework included ten key concepts: man, environment, growth and development, health, nursing, nursing process, research, communication, teaching-learning, and management.

The curriculum was designed to prepare the graduate to be a clinically competent beginning practitioner of nursing, educated for current and future practice, as well as for graduate study. Terminal objectives, or student outcomes, specified the knowledge, skills, and attitudes of the student at the completion of the nursing curriculum. The faculty affirmed the following objectives:

- ◆ Incorporate theoretical and empirical knowledge of Man from the humanities and sciences into the practice of professional nursing;
- ◆ Evaluate the interaction of the internal and external environment to promote the integrity of Man;
- ◆ Promote wellness through collaboration with colleagues and clients in response to the changing needs, demands and capacities of society;
- ◆ Assume responsibility and accountability through the application of knowledge, attitudes and skills consistent with professional nursing;
- ◆ Utilize the nursing process as a model of decision-making for providing health care to individuals, families, and communities;
- ◆ Communicate effectively with clients and the health team to improve health care;
- ◆ Incorporate research from nursing and related fields into the practice of professional nursing;
- ◆ Facilitate the development of self and clients throughout the life cycle;
- ◆ Assume the role of teacher-learner to meet the needs of self, individuals, families and communities;
- ◆ Employ concepts and theories of management to assist self and clients in the achievement of goals.

The curriculum, designed to be completed over four academic years, consisted of two years of lower-division basic courses in liberal arts and sciences, followed by two years of upper-division courses in the nursing major.

A total of 122 semester hours was required for graduation. This included 60 semester hours of lower-division



courses and 93 quarter hours or 62 semester hours of upper-division courses.

Lower-Division Courses		
	Required Courses	MinimumHours
I.	<b>Humanistic &amp; Communication</b>	<b>8</b>
	English Composition-3	
	Introductory Speech -2	
	Introductory Philosophy-3	
II.	<b>Sciences</b>	<b>19</b>
	Introductory Microbiology-3	
	Anatomy & Physiology-8	
	Fundamentals of Chemistry-8	
III.	<b>Quantitative &amp; Logical Studies</b>	<b>3</b>
	Introductory Statistics-3	
IV.	<b>Social Sciences</b>	<b>9</b>
	General Psychology-3	
	Introductory Sociology-3	
	Growth & Development-3	
	<b>*Electives Required</b>	<b><u>21</u></b>
	<b>Total Hours</b>	<b>60</b>

\*Electives were required to be selected from at least two different categories.

The Catalog (1984-85) gave the following overview of the upper-division curriculum.

Because the faculty believes that learning is influenced by individual abilities, motivation and experiences, a variety of approaches to teaching and learning are used. Students are responsible for becoming active participants in the identification of learning needs and in the implementation and evaluation of learning activities. Through a diversity of learning activities, students are encouraged to develop intellectual inquiry and creativity, self-awareness and self-direction, maturity and responsibility. Students have frequent contact with the faculty on an individual basis as well as in small and large group settings.



■ 1984-85 Catalog



The nursing curriculum extends over a period of two academic years with each year consisting of three quarters. Each quarter of the academic year provides for the practice of skills and the application of knowledge through a variety of classroom and laboratory experiences. The professional nursing major is designed so that the student will progress logically through three sequential levels. The content for each level is based upon ten key concepts essential to the practice of nursing: Man, environment, growth and development, health, nursing, nursing process, research, communication, teaching-learning and management. Throughout each level the student will have the opportunity to work with clients in acute care and community settings.

To establish optimal clinical learning experience for students, the classroom-to-clinical hours ratio was 1:3; and a maximum faculty-student ratio was 1:10.

Upper-Division Courses	
Required Courses	Minimum Quarter Hours
<b>Level I. Quarter 1: Fall</b>	
300 Introduction to Professional Nursing	2
301 Introduction to Clinical Nursing	6
302 Concepts of Pathophysiology	4
303 Introduction to Pharmacology	3
304 Personal Effectiveness	<u>1</u>
	<b>16</b>
<b>Level II. Quarter 2: Winter</b>	
350 Medical-Surgical Nursing	10
353 Normal & Therapeutic Nutrition	4
357 Personal Effectiveness	<u>1</u>
	<b>15</b>
<b>Quarter 3: Spring</b>	
351 Mental Health Nursing	10
354 Nursing Research	3
356 Religion and Health	<u>2</u>
	<b>15</b>
<b>Quarter 4: Fall</b>	
352 Parent-Child Nursing	12
355 Principles of Nursing Management	<u>3</u>
	<b>15</b>



Upper-Division Courses	
Required Courses	Minimum Quarter Hours

**Level III. Quarter 5: Winter**

400 Medical-Surgical Nursing	12
402 Gerontic Nursing	<u>4</u>
	<b>16</b>

**Quarter 6: Spring**

401 Community Health Nursing	12
403 Issues in Professional Nursing	2
404 Elective/Independent Study	<u>2</u>
	<b>16</b>

<b>Total</b>	<b>92 quarter hours or 62 semester hours</b>
--------------	--

### Graduation Requirements

In brief, to be eligible for the Bachelor of Science in Nursing degree, a student must have satisfactorily completed the following requirements:

1. All specified courses in the curriculum plan.
2. The equivalent of 183 quarter hours or 122 semester hours; this included 60 semester hours or 90 quarter hours of lower-division courses.
3. A minimum of 40 quarter hours at Mennonite College of Nursing.
4. Achievement of a minimum of 2.0 grade point in all courses offered at Mennonite College of Nursing.



### In My Opinion

*I have received an excellent education at Mennonite. The school's academic standards are very high, but it is for a reason. The faculty strives to help us gain the knowledge necessary to be good nurses and I believe they do a great job of it! It is a very caring community. The faculty and staff have a genuine interest in you as a person and in educating the best nurses possible. If I had to choose a school all over again, I would choose Mennonite.*

**Alisa Sorensen**  
**Graduate, 1994**



## Key Developments: 1985-1995



The Articles of Incorporation for the College were approved by the State of Illinois on March 18, 1986. The bylaws were drawn up by legal counsel Gale Saint, approved by the College Board on April 14, 1986, and ratified by the BroMenn Board of Directors on April 28.

## Governance

At the beginning of this decade, Mennonite College of Nursing became a separate corporate entity within the BroMenn Healthcare system. The Articles of Incorporation for the College were approved by the State of Illinois on March 18, 1986. The bylaws were drawn up by legal counsel Gale Saint, approved by the College Board on April 14, 1986, and ratified by the BroMenn Board of Directors on April 28. The College now operated by the authority granted by its Articles of Incorporation, charter, and bylaws. As these documents indicated, Mennonite College of Nursing was "organized exclusively for educational, charitable, benevolent, and scientific purposes as a not-for-profit corporation."

At the time of incorporation, the Board became known as the Mennonite College of Nursing Board of Trustees rather than the Board of Directors. The Board now had legal authority and responsibility to maintain the academic integrity of the institution. In accordance with the corporate bylaws, the duties of the Board included the following:

- ◆ to establish the goals of the College, both as an educational institution and as a corporate citizen, and to set forth both the short- and long-range programs requisite to accomplishing such goals;
- ◆ to be responsible for providing an administration for carrying out such programs;
- ◆ to provide administration with the assets necessary to accomplish such programs, including physical properties and financial resources from tuition, fees, government support and private philanthropy;
- ◆ to represent and promote the best interest of the College in all areas of influence enjoyed by each individual trustee, including continuing development both of financial resources and student candidates for enrollment;
- ◆ to elect the officers of the Board and appoint the administrative and academic officers of the College.

The Board of Trustees revised the corporate bylaws on October 15, 1990. Changes made in some of the titles and responsibilities reflected a more traditional structure for institutions of higher education. The titles of Board officers became Chairperson and Vice Chairperson instead of President and Vice President. The Chief Executive Officer of the College became President instead of Vice President of Education/Dean, and the Director of Academic Affairs became Dean of Academic Affairs. The position of Director of Counseling Services was redefined as Director of Student Affairs and Public Relations to recognize responsibilities beyond that of stu-



dent development. The title Director of Administrative Services was changed to Registrar to indicate the major focus of that position.

The original five-year strategic plan was updated annually until all goals were achieved. Then in February, 1991, the Board approved a new five-year strategic plan that included the following goals in carrying out the mission of the College:

- ◆ Position the College as an institution of academic excellence;
- ◆ Establish and maintain fiscal vitality;
- ◆ Promote a spirit of community among faculty, staff and students;
- ◆ Adapt academic programs to the changing environment;
- ◆ Provide educational resources necessary for quality teaching and learning.

On April 1-3, 1991, an evaluation team of the North Central Association of Colleges and Schools (NCA) made a site visit which resulted in 10 years of continuing accreditation. The report prepared by the NCA evaluation team noted the "visionary and effective leadership by the Board of Trustees and the administration which resulted in a clear plan which guides the College."


## Organizational Structure

The 1984 merging of Mennonite Hospital Association and Brokaw Hospital, Inc. brought about a corporate restructuring and administrative realignment in the College. In the past, the Chief Executive Officer and President of MCN served also as the Chief Operating Officer of Mennonite Hospital. In 1985, the CEO of MCN was given sole responsibility for providing the administrative leadership of the College. The title of the CEO was changed from President to Vice President Nursing Education/Dean of the College.

The role of the Assistant Dean was changed from a staff to a line position, with the faculty reporting to the Assistant Dean instead of the Dean. The CEO of MCN still reported directly to the chairperson of the College Board.

The primary role of the CEO/Dean was "1) to provide the overall administrative leadership in the development of new policies, programs, and services; 2) to ensure that standards and procedures implemented within the College conform to policies established by the College Board; 3) to direct the development, coordination, imple-

## In My Opinion



*Serving on the Mennonite College of Nursing Board of Trustees gave me great satisfaction. I felt as though we were really accomplishing something for education and the community.*

**Richard D. Johnson**  
Former Member,  
Mennonite College of Nursing  
Board of Trustees



*An  
MCN  
Moment*

In 1989, Gail Lamb, Director of Student Affairs, assumed responsibility for public relations for the College, duties previously handled by the Community Relations Department of BroMenn Healthcare. Now the media would more easily recognize Mennonite College of Nursing as the third institution of higher education in Bloomington/Normal granting the baccalaureate degree.

mentation, and evaluation of the educational program; 4) to provide for an organizational structure which assured that the proper lines of communication and authority were established and that responsibility and accountability were defined; and 5) to ensure that all applicable accrediting standards were met."

The duties of the Assistant Dean were expanded: "1) to participate in the development of administrative policy; 2) to assume responsibility for faculty, including recruitment and development; 3) to coordinate the development, implementation and evaluation of the curriculum; and 4) to direct the maintenance, security, and improvement of the physical facilities."

In 1987, a new part-time position, Director of Research and Institutional Advancement, was created, principally to manage internal data systems and to foster institutional research. The following year other responsibilities were added in the areas of registration, facilities, security, as well as in computer and nursing laboratories. This became a full-time position with the new title of Director of Administrative Services. Denise Williams was appointed Director. This new position enabled the Assistant Dean to focus more attention on faculty and curriculum development. It also provided the Director of Admissions and Financial Aid more time to devote to student recruitment, which was becoming increasingly competitive.

In 1982, the Alumni Office was established and staffed by volunteers until 1987. Dorothy DeVore became Director of Alumni Affairs in 1985 and was appointed to an administrative position in 1987. In 1989, Gail Lamb, Director of Student Affairs, assumed responsibility for public relations for the College, duties previously handled by the Community Relations Department of BroMenn Healthcare. Now the media would more easily recognize Mennonite College of Nursing as the third institution of higher education in Bloomington/Normal granting the baccalaureate degree.

The organizational structure continued to evolve during this period. Five new councils and/or committees were formed. One of these, a Student Advisory Council, was established on September 24, 1985, to provide a forum for students to discuss any issue with the Vice President/Dean of the College. The Council consisted of four elected students from each class.

On April 18, 1986, the College formed an Advisory Committee, consisting of representatives from the seven cooperating institutions of higher learning. (See pages 69-70.) Bylaws were drafted and approved by the College Advisory Committee on January 13, 1987, and ratified by the Mennonite College of Nursing Board of Trustees on February 16, 1987.



According to the bylaws, the objectives of the Advisory Committee included the following:

- ◆ To provide an interdisciplinary forum where Mennonite College of Nursing can discuss general issues pertinent to higher education and particular issues relative to Mennonite College of Nursing;
- ◆ To enhance the relationship between Mennonite College of Nursing and its cooperating colleges;
- ◆ To encourage collaboration between faculty of Mennonite College of Nursing with faculty from cooperating colleges regarding teaching and research;
- ◆ To promote the development of students and faculty through participation in cultural and professional activities.

Membership consisted of two representatives from each of the cooperating institutions and four faculty members and four administrators from MCN. The Committee met twice a year, in the fall and spring. In 1987, two additional colleges, Greenville College and Illinois Valley Community College, joined the consortium and representatives became members of this committee. In 1989, the name of the Committee was changed to College Advisory Council.

Another council consisting of the administrative staff became known as the Administrative Council in August, 1987. The Council was responsible for a wide variety of nonacademic matters in areas such as organizational structure, long-range planning, marketing, facilities, student affairs, registrar functions, resources, and development.

A fourth group was the Dean's Council, organized for the purpose of involving the faculty more directly in strategic planning. Members of the Council were chairpersons of the standing committees of the Faculty Organization and members of the Administrative Council.

During the summer of 1988, the Administrative Council evaluated the organizational structure of the College and decided to replace the Dean's Council with the Faculty Advisory Council on September 22, 1988. This brought the CEO/Dean and the chairpersons of the standing committees of the Faculty Organization together to share information regarding issues to be brought before the Faculty Organization.

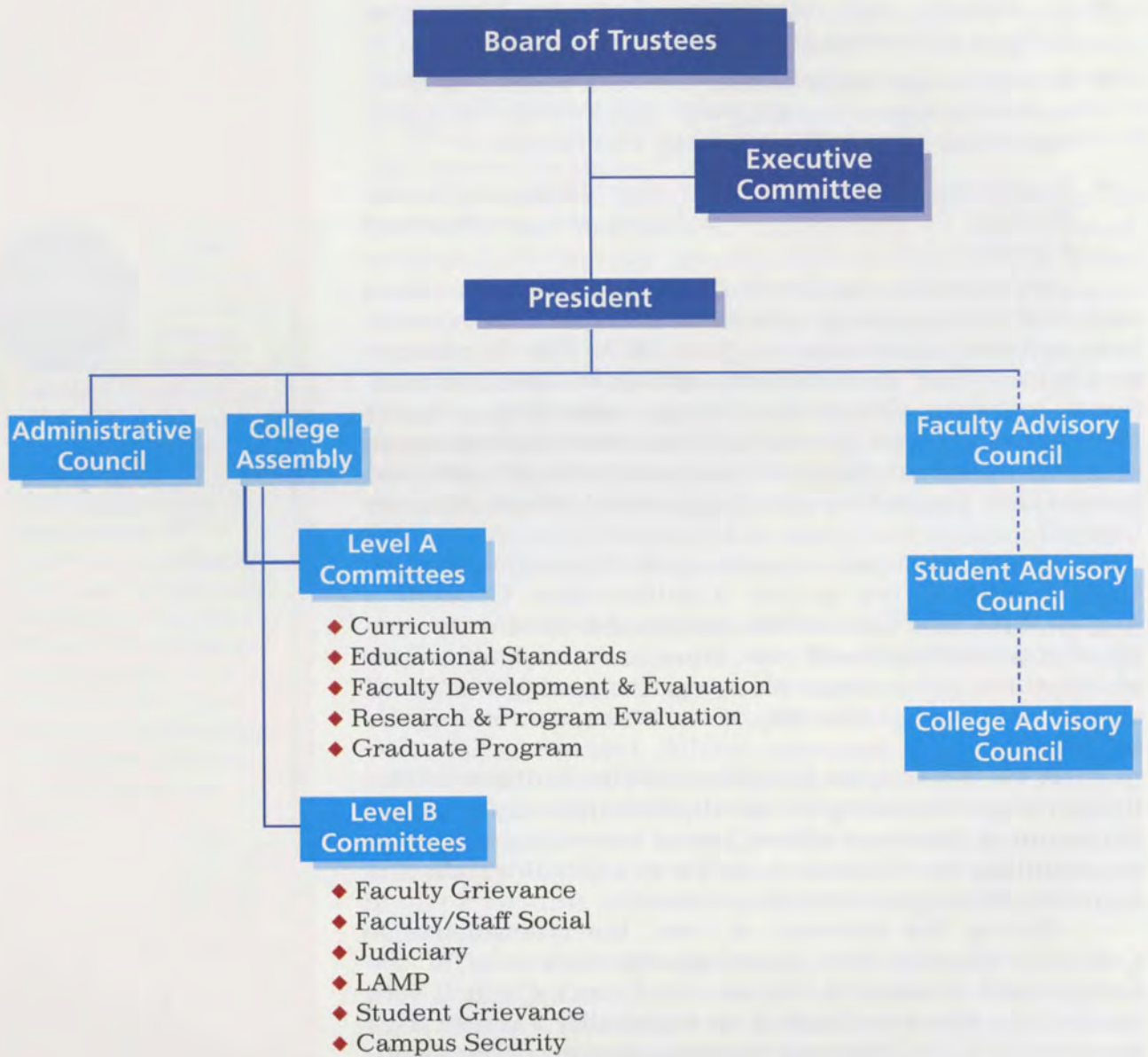
An ad hoc committee revised the bylaws of the Faculty Organization and changed its name to College Assembly. The Board of Trustees ratified the revisions on August 21, 1989. Membership included all instructional faculty and all administrators. The President, formerly CEO/Dean, served as chairperson. The Assembly had the chief responsibility for carrying out the mission and for



# MENNONITE COLLEGE OF NURSING

## GOVERNANCE STRUCTURE

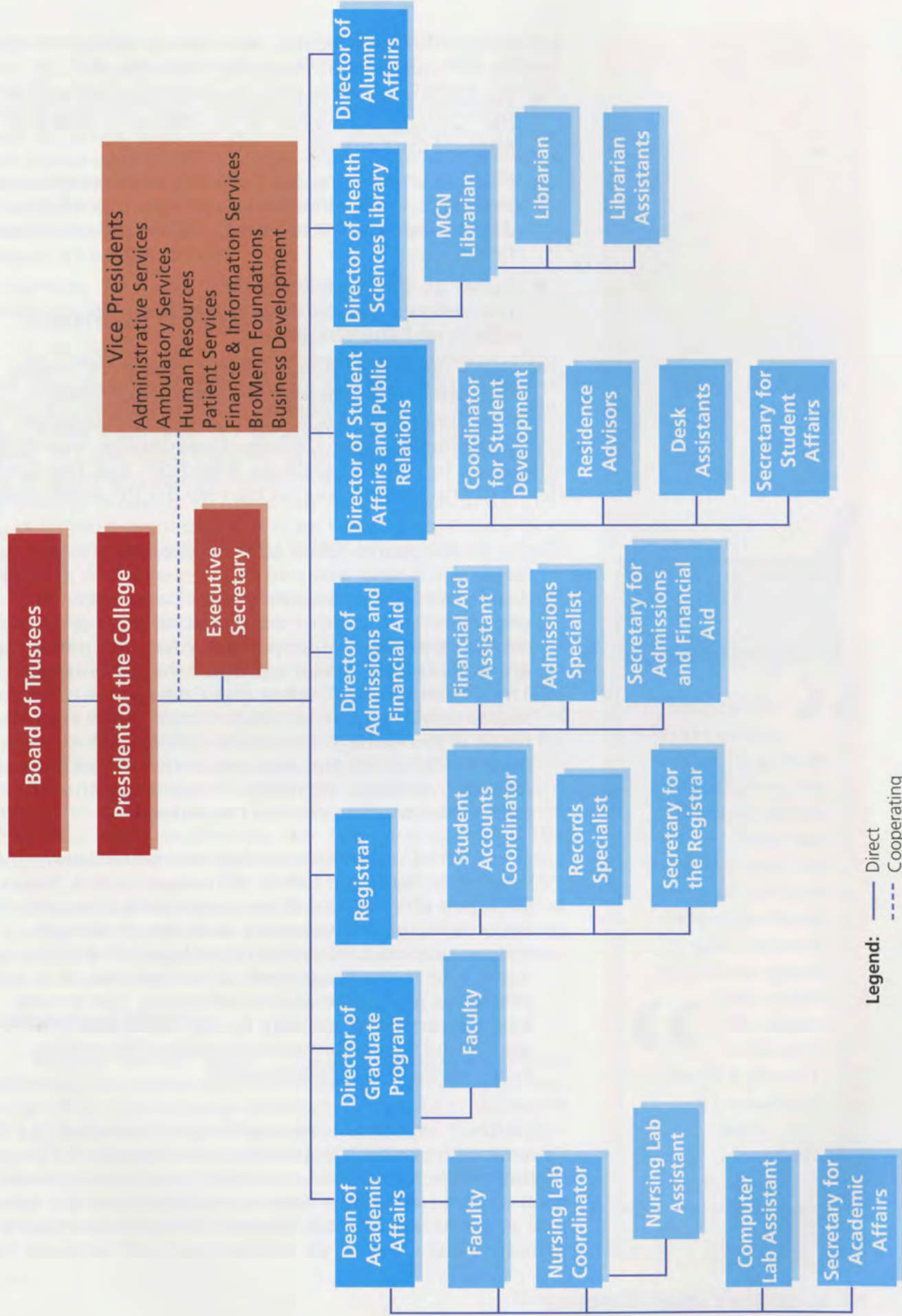
### 1995



**Legend:** — Decision-Making  
 ----- Advisory  
 — Policy Development



# MENNONITE COLLEGE OF NURSING ORGANIZATIONAL CHART 1995





promoting the philosophy and values of the College. Among the duties of the Assembly were these:

- ◆ Establish general policies and procedures that direct the College Assembly in its efforts to achieve the goals of the College;
- ◆ Provide governance for the College Assembly consistent with institutional policies and procedures that assures adherence to faculty rights and responsibilities;
- ◆ Serve as the decision-making body for policies and procedures concerning academic affairs, faculty affairs and student affairs;
- ◆ Serve as a voice for faculty members within the College of Nursing and BroMenn Healthcare.

By 1989, the MCN organizational structure was working effectively. A College Constitution was drafted and approved by the College Assembly and the College Board of Trustees on August 21, 1989. Its Preamble reads:

The complexities of an institution of higher education necessitates an interdependence among governing board, administration, faculty, students and others. Effective communication among these components, and full opportunity for joint planning are essential to sustain a productive relationship. The Constitution of Mennonite College of Nursing outlines the responsibilities and role of the components of the College community which includes the Board of Trustees, the Administrative Council, the College Assembly, Advisory Councils and the Mennonite Student Nurses Organization.

The Constitution recognizes the ultimate responsibility of the Board of Trustees under the College's charter and of the president as the primary agent of the Board. As such, the President shares responsibilities with members of administration for the management of institutional resources and nonacademic activities. The faculty has primary responsibility for the academic programs and those elements of student life which relate to the education process.

The organizational structure detailed in the Constitution of the College continued through the first half of the 1990's to provide direction for effective decision-making and leadership necessary to carry out the mission and goals of the College. By mid-1995 the administrative structure consisted of six administrators: President, Dean



### *In My Opinion*

*The contact with students and the observing of changes in nursing education have been very rewarding. I have known and worked with many of our graduates. It has been a truly enjoyable experience. Mennonite College of Nursing continues to graduate well-educated and caring nurses.*

**Dorothy DeVore**  
Graduate, 1954

**MSN**  
Director of Alumni  
Affairs, MCN



of Academic Affairs, Registrar, Director of Admissions and Financial Aid, Director of Student Affairs and Public Relations, and Director of the A.E. Livingston Health Sciences Library. These administrators had a staff comprised of seven support personnel and five secretaries. Given the growth of the College and preparations for the implementation of a graduate program, the financial management of the College became increasingly complex. Consequently, a new position was being developed, that of Manager, Financial Affairs.

## **Financial Status**

In 1985 the Board of Trustees approved a long-range plan to provide direction for the administration and faculty in carrying out the College's mission. One of the goals of the plan was "to establish and maintain fiscal vitality." A continuing concern of the Board was the reliability of Medicare reimbursement as a source of revenue. As a backup measure to offset any future Medicare shortfalls, the Board established a reserve fund for excess revenue over expenditures and for the accumulated yearly interest.

An important factor in maintaining fiscal vitality is high enrollment. At MCN enrollment increased in the years 1983-1986, with the newly established Advanced Placement Program for registered nurses helping to exceed the enrollment figure for 1986. However, in 1987 enrollment of RN's decreased, as it did in most sectors of the country. Nationally, the pool of qualified applicants for nursing education declined dramatically due in part to expanding career opportunities for women. Enrollment declined 20 percent over a two-year academic period, 1987-88 and 1988-89. During the two year decline, the College maintained a balanced budget by decreasing expenses. Adjusting the mix of full-time and part-time faculty was one of the actions that contributed to the ability of the College to maintain a balanced budget. This strategy prepared the College for unanticipated enrollment fluctuations in the future.

## **Development Efforts**

Though earlier public relations efforts to secure funds from the community met with some success, no regular pattern of giving was established. The administrative staff had been working diligently--sometimes frantically--to meet the standards for initial accreditation from multiple external agencies. For this reason little time was available for follow-up with people who expressed an interest in the College through their initial contributions.



An  
**MCN**  
Moment

Another event of significance that enhanced

the visibility of the College was the erecting of an historical marker commemorating the College's becoming the first independent college of nursing in the United States to achieve accreditation from the National League for Nursing. The marker, donated by Mr. & Mrs. David Vinton, was officially unveiled during Homecoming festivities on April 29, 1989.

On August 6, 1987, under Dean Hogan's initiative a major effort to broaden community awareness of the College and its needs was undertaken. An Endowment Steering Committee was formed consisting of nine community leaders: Paige Proctor (chairperson), Betty Knuckles, Mary Moore, Lola Methner, David Vinton, Art Mier, Barbara Gardner, and Senator John and Mrs. Joanne Maitland.

The following spring, March 10, 1988, Leon Schmucker, BroMenn Director of Development, described to the Committee a new fund-raising system, called BroMenn 2000, that would address the collective needs of BroMenn Healthcare and the College. Subsequently, the Endowment Steering Committee changed its focus to sponsoring special events that would raise the community's awareness of Mennonite College of Nursing.

The first event took place on January 28, 1989, a seminar for the sandwich generation at Illinois State University Bone Student Center. Concurrent break-out sessions focused on Teens, Aging Parents, Careers, Retirement Planning, Health Problems, and Health Screening. The keynote speaker at the luncheon, Mark J. Tager, M.D., spoke of "Transforming Stress into Power." A second seminar was planned by the Endowment Committee for February 17, 1990, but a terrible ice storm forced its cancellation.

Another event of significance that enhanced the visibility of the College was the erecting of an historical marker commemorating the College's becoming the first independent college of nursing in the United States to achieve accreditation from the National League for Nursing. The marker, donated by Mr. & Mrs. David Vinton, was officially unveiled during Homecoming festivities on April 29, 1989. (See "Celebrations" page 64.)

### **Cost Structure**

In the early years the College was regarded as one cost center. The President had sole responsibility for the personnel, operations, and capital budgets. The President received a monthly summary of revenues and expenditures in the aggregate for the College. This method of accounting and reporting was appropriate during the developmental stages of the College. But once the College was fully accredited and separately incorporated, it became necessary to recognize its multi-divisional structure. A long-range objective was realized in 1992 with the establishing of five separate cost centers, one for each division. This change provided more detailed information and enabled the College to analyze more accurately its financial condition, thus improving budget management and strategic planning. Moreover, it made individual administrators fully accountable for the financial management of their divisions.



## Major Grants

The College continued to seek extramural grants to help achieve institutional objectives. The Mennonite Health Care Foundation funded several grants. Chief among these was \$26,000 to develop the baccalaureate curriculum, \$8,250 to underwrite the faculty production of instructional video tapes, and \$198,000 to help finance the renovation of the Education Center (POB). The renovation funds were made available as a result of a bequest from Florence Kinsinger, class of 1923. The Mennonite Health Care Foundation handled all gifts and bequests for the College through a restricted fund account. In addition, since 1990 the Illinois Board of Higher Education funded five capital improvement grants totaling \$262,061 for the purposes of expanding the library, the laboratories and constructing a lecture hall. The Mennonite Hospital Auxiliary also contributed \$100,000 toward the library expansion.

### Helene Fuld Health Trust

In 1987 Mennonite College of Nursing received a \$30,000 grant from the Helene Fuld Health Trust Fund. With computer applications in nursing becoming increasingly important, the money was earmarked for equipment in the computer laboratory. On May 4, 1990, Mennonite College of Nursing received another grant from the Fund. The grant for \$10,000 was used for computer purchases as in 1987. This was the tenth grant received from the Fund since 1975, bringing the total for the School and College to \$262,061.75. Previous grants from the Helene Fuld Health Trust Fund were used to improve the furnishings of the educational and residential facilities and to augment instructional resources. The Helene Fuld Health Trust was established for the exclusive purpose of supporting the needs of nursing students.

## Friends of Mennonite College of Nursing

The idea of founding a Friends of Mennonite College of Nursing organization was first initiated in 1982 by Kathleen Hogan, then Dean and Chief Operating Officer of the College. The intention was to have a community group--other than the Alumni Association--of people and businesses that would promote interest in and financial support for the College. However, in the years following, for a variety of reasons, the organization attracted only a modest number of members.

In the 1992-93 academic year, efforts to revitalize the Friends were taken. State Farm Insurance Companies offered seed money, and Betty Knuckles spearheaded a small committee to get things going. Then in the fall of 1993,



The Helene Fuld Health Trust was

established for the exclusive purpose of supporting the needs of nursing students.



An  
MCN  
Moment

The official statement of purpose (of the Friends of Mennonite College of Nursing) was "to bring together persons who are interested in the advancement of collegiate nursing education, specifically the programs of Mennonite College of Nursing."

Stevie Joslin and Donna Witte headed up a larger steering committee, consisting of Betty Knuckles, Barbara Efaw, Marilyn Freedlund, Nancy Froelich, Margaret Randolph, and Georgette Shupe. Their efforts resulted in formalizing a simple organizational structure of a committee of at least six persons and a planned annual meeting that would include a representative from the College. The official statement of purpose was "to bring together persons who are interested in the advancement of collegiate nursing education, specifically the programs of Mennonite College of Nursing."

The events of the 10/75 Celebration in 1993-94 created a resurgence of interest in the Friends of MCN. A letter in March, 1994, soliciting financial support was followed by a luncheon at the first Founders Day on April 28, 1994. Fund-raising that year brought in \$7100, which was used to purchase message boards for student activities and, with the generous help from Horine's Pianos Plus, a grand piano. Also that year commemorative student nurse dolls were sold, generating \$3000, as the 10/75 Celebration drew to a close.

The May, 1995, solicitation brought in \$11,000. Purchases for the College included display cases and furnishings and equipment for the health assessment lab for the projected graduate program.

The Friends also purchased a Presidential Medallion to be worn at all official functions. It was worn for the first time by President Hogan at the commencement ceremonies in May, 1995.

By mid-1995, the membership in the Friends of MCN reached over a hundred. When Carole Ringer took over as Director of Fund-Raising in April of 1995, she began working closely with the Friends, who are, as she pointed out, extremely valuable in keeping members "up to date on the College in the belief that understanding and appreciation, and, in turn, financial support of MCN will be enhanced when an articulate, informed group of persons is present in the community."

### Office of Fund-Raising

During the formative years of developing and implementing the collegiate program, administrators initiated several fund-raising strategies with the help of many dedicated volunteers. However, as the College grew it became increasingly evident that if the College was to remain financially viable, it needed someone to direct fund-raising efforts.

The Mennonite College of Nursing Board of Trustees recognized the urgency of hiring a development officer dedicated to the College. An *ad hoc* committee of Trustees prepared a position description and guidelines to facilitate



collaboration with the BroMenn development staff. A national search was initiated to fill this position. In January, 1992, Robin L. Hamilton was appointed Associate Director of Development for Mennonite College of Nursing. Hamilton reported to the President of the College as well as the BroMenn Director of Development. His duties included planning special appeals and securing estate, deferred, and annual gifts. He completed his tenure on June 30, 1994.

On April 17, 1995, Carole M. Ringer succeeded Hamilton. Along with becoming Director of Fund-Raising for MCN, she also assumed the same position for BroMenn Foundations. Her most recent position had been as Development Director for the Illinois Symphony Orchestra; and prior to that she was General Manager for the Bloomington-Normal Symphony Society (1979-1993). She had held numerous other leadership positions. One of her main goals was to increase the MCN endowment from its current \$2 million to \$10 million by the year 2000. She also indicated a special interest in funding more student scholarships and in promoting the MCN graduate program that had been recently approved.

### **Financial Summary, Fiscal Year 1995**

For the fiscal year ending June 30, 1995, revenues totaled \$2,436,075, with expenditures totaling \$2,395,036, resulting in a gain of \$41,039. Over the last 10 years, the budget increased approximately 117 percent. But the College balanced its budget since its inception in 1983. Cost containment was an ongoing process. Program priorities were based upon the institutional mission, regional needs, and available resources. For the future, plans called for capping the enrollment of baccalaureate prelicensure students and having the College grow with an RN/BSN track and with graduate programs.

As of June 30, 1995, the College Endowment Fund reached \$2,007,675. Of this amount, \$1,310,044 was in cash contributions and \$697,631 in pledges. Through the annual scholarship appeal from 1982-95, the alumni contributed \$256,300. Of this amount, \$202,042 in scholarships was awarded to 229 students.

### **Facilities**

From 1985 to 1989 space utilization on the lower level of the Education Center expanded incrementally. In 1985 three classrooms and a small faculty lounge were constructed. Students expressed joy at having classes moved from Troyer. They joked that classes in Troyer during warm weather with windows open made them think of O'Hare Airport. Traffic, including emergency vehicles, with its noise and exhaust fumes, in and out of Mennonite Hospital next door could make the classroom environment unpleasant.



### *In My Opinion*

*I'm really excited to be a student at Mennonite College of Nursing. The reason I enrolled here is that I really care about people. I really want to learn about them and how I can help them. I could not be enrolled here if I did not have the assistance I have received. My parents' income and savings and my own savings are not enough to cover the yearly cost of education at Mennonite.*

**Jodie Hasbargen**  
**Graduate, 1986**





■ Mennonite College of Nursing Education Center and a gift bench from the Senior Class of 1991.



The vacated classroom space in Troyer Hall was converted into two distinct areas. The first was a conference room used by the Board, faculty and administrators. Later a grant made possible the purchase of computers, and the room became a computer lab. The second large area was refurbished into a pleasant, much used student center. The center had new lounge furniture, a piano, television, and stereo system. An existing kitchenette was adjacent to the student center. It had a refrigerator, a microwave oven donated by College Board member Dr. David Chow, and vending machines.

Space needs were identified in a variety of ways. For example, during preparation for an initial National League for Nursing accreditation site visit, it was learned that individual faculty offices were considered essential. At this time faculty shared offices. Consequently, in 1987 the second floor of Troyer Hall was converted into individual faculty offices, limiting the residence hall to one floor. In 1989 space on the lower level of the Education Center was used for two small seminar rooms and for a 14 station computer lab, made possible by a grant from the Helene Fuld Health Trust.



Since the formation of BroMenn Healthcare in 1984, physician practices once located in the Education Center gradually began to relocate to an office building at BroMenn's Regional Medical Center. As a result, an additional 10,000 square feet of space was made available to the College.

A major priority of the College was to expand the library because of its significance in a quality academic program. During initial planning for the utilization of the new space in the Education Center, it was learned that the first floor could not bear the weight of a library. The only viable option was to have the library on the lower level.


During 1990-91 two floors of the Education Center were completely remodeled, a project made possible by several benefactors. The College now occupied two-thirds of the Education Center (20,000 square feet). Renovation of the first floor provided five new classrooms, a student center, a small chapel, and an eight-bed nursing practice lab in which one patient care area simulated a critical care unit. This specialized unit was made possible by a grant from the Illinois Board of Higher Education.

On the lower level one classroom was retained for seminars, but 8,500 square feet were used to relocate the library from Troyer Hall. The "new" library included an audio-visual room, a student work room, a career center, and a computer lab.

The library not only increased in space and in its collection, but under the leadership of Toni Tucker services and electronic capabilities expanded greatly from 1991-95. For example, the College gained access to all Health Sciences programming via satellite. In addition, the library received a \$8,250 grant from the Illinois State Library in 1994 to automate the library's holdings and circulation system. The Resource Sharing Alliance System provided access to more than 2.4 million books and media, as well as the Internet. This technology essentially made information from the entire world accessible to members of the academic community.

In 1993, a large lecture hall was created on the lower level of the BroMenn Lifecare

## *In My Opinion*



*After my first visit to Mennonite College of Nursing I knew this was where I wanted to be. Mennonite College of Nursing was more than buildings filled with students-- Mennonite College of Nursing was personable; it felt like home. Mennonite College of Nursing offered an accredited BSN program taught by highly qualified personnel.*

**Shannan Allen-Etherton**  
**Ambassador, 1991-92 and 1992-93**  
**Ambassador of the Year Recipient,**  
**1991-92**





Center. This renovation was made possible by a grant from the Illinois Board of Higher Education and matching corporate funds. The lecture hall contained movable walls which allowed for configuring the space into one large room, with seating capacity for 200 or into one area with seating for 100, and three small seminar rooms. A built-in sound system provided excellent sound quality. This facility was used not only as a lecture hall but also accommodated many College events, such as Convocation, Founders Day, Research Day, and Homecoming activities.

During this ten year period some improvements in Troyer Hall were made. The restrooms on three floors were modernized. The student residence floor was rewired to handle modern day appliances, and the rooms were also cabled for television and wired for private phones. Window air conditioners were added to rooms throughout the building and the roof was resurfaced.

In 10 years the space allocated for academic and other educational activities grew from two floors in Troyer Hall, 12,200 square feet, to include almost three complete floors, two entire floors of the Education Center and the lecture hall in the Lifecare Center, a total of 44,300 square feet. This represented a 263 percent increase. However, during this same period enrollment increased by 222 percent, while residence living space decreased by half, and only a modest increase in space became available for student activities.

## Academic Program

### Overview

Evaluation of the curriculum was an ongoing process in accordance with the Plan for Institutional Assessment. As a result, only minor changes were made from 1985-90. These involved fine tuning the Mission Statement and the student terminal objectives. Existing academic policies were amplified in the areas of academic standing, repeating a course, CPR certification and attendance.

Several programs and services such as Academic Advisement, Counseling Services, and Peer Support Persons were in place to enhance students' ability to achieve their educational objectives. A new program call the Early Intervention Program was designed to identify and assist students at risk for academic problems. A new policy that was implemented required students identified as at risk of not passing the licensure examination to take a review course. Other new policies included clinical suspension, course auditing and admission of non-degree students.

Clinical experiences in the nursing program were intended to facilitate the transfer of theoretical knowledge

### In My Opinion

*I have found a nursing education at MCN to be much more challenging than I ever imagined, but I have also found that the intensity of the course work and the demands for outstanding clinical performance have made me a much stronger person and I will be a better nurse because of it.*

**Elizabeth Klopfenstein**  
Graduate, 1995



into practical application in a variety of health-care settings. Nationwide during this period a shift began in health-care settings from mainly hospital based systems to community based systems. The MCN curriculum reflected that trend. While continuing to use local hospital settings, MCN also used approximately 40 community agencies to prepare students for changes occurring in the delivery of health care.

### Advanced Placement Option

An important curriculum addition was the Advanced Placement Option, which was designed for registered nurses who wanted to pursue a baccalaureate nursing degree. With the Mennonite diploma graduates principally in mind, the faculty began developing the program in 1983. It was approved by the College Board in May, 1984. Registered nurses who had graduated from associate degree or diploma schools of nursing were eligible to enroll in the program as full or part-time students. As many as 34 hours of credit could be obtained by passing proficiency examinations. The first class had 16 students enrolled for the winter quarter in 1986. In the years since, the program proved attractive to many registered nurses.

**Lower-Division.** Prior to enrollment in the College of Nursing, the registered nurse applicant completed the same lower-division courses as students with no previous nursing preparation.

**Upper-Division Courses.** The curriculum plan for the registered nurse in the upper-division was the same as the generic student with certain modifications. The next page shows a sample upper-division curriculum:

#### ■ Faculty member Lynn Kennell teaching in a classroom setting.



## In My Opinion

*Since graduation from St. John's Hospital School of Nursing in 1972, I have been employed as a community health nurse, infirmary night nurse at college health service, and a staff nurse on medical-surgical units. All of my nursing experiences have complemented each other. Each position offered many challenges and learning experiences.*

*Obtaining my BSN degree has been a goal since my graduation from St. John's. A BSN degree will provide more job opportunities and a broader background for my nursing. The Mennonite College of Nursing's flexibility and willingness to meet individual student needs including the working RN was an important factor in my choice of Mennonite. After completing my BSN degree, I plan to fulfill the requirements for school nurse certification.*

**Ann Hamer**  
Nurse, Metcalf Grade  
School and  
Staff Nurse, BroMenn  
Hospital





## In My Opinion

*You get great clinical experience at Mennonite and early on in the program. Critical thinking is stressed, which is what I really like. Good program and good teachers behind it.*

**Tina Ogden**  
Graduate, 1995

### Upper-Division Curriculum

Courses	Minimum Quarter Hours of Required Courses
<b>Level I</b>	
*301 Introduction to Clinical Nursing	6
*302 Concepts of Pathophysiology	4
*303 Introduction to Pharmacology	3
305 Concepts and Practice of Professional Nursing	4
*306 Elective/Independent Study	2
<b>Level II</b>	
*350 Medical-Surgical Nursing	10
*351 Mental Health Nursing	10
*352 Parent-Child Nursing	12
*353 Normal and Therapeutic Nutrition	4
354 Nursing Research	3
355 Principles of Nursing Management	3
356 Religion and Health	2
<b>Level III</b>	
400 Medical-Surgical Nursing	12
401 Community Health Nursing	12
*402 Gerontic Nursing	4
403 Issues in Professional Nursing	2
404 Elective/Independent Study	2

\*Proficiency examinations were offered for these courses.

### Major Changes (1990-95)

Three significant academic events occurred during the period of 1990-95: a major curriculum revision, an academic calendar change from the quarter to the semester system, and an elevation in admissions requirements and academic standards.

#### Curriculum

A major curriculum revision of the lower-division and upper-division programs began in 1990 in preparation for a site visit, scheduled for 1994, by the NLN to determine whether MCN should receive continuing accreditation. In accordance with the Strategic Plan of the College, the revision took place over two years (1990-92), which provided time to fully implement the new curriculum (1992-94) before the NLN visit.

An ad hoc Curriculum Committee was formed, which included the President, the Dean of Academic Affairs, and faculty representation from each nursing specialty. The work of the committee included an extensive review of the literature, as well as an analysis of evaluative



data obtained from students, staff, faculty, and graduates. In keeping with the revised accreditation criteria, MCN's curriculum revision included the development of institutional and program outcomes assessment.

The change in the curriculum centered on four outcome abilities: caring, critical thinking, communication, and professional practice. Each ability was defined, measurement standards developed, and the assessment process delineated. The revised curriculum was built on eight key concepts, previously adopted, which led to the desired outcomes as depicted below:

Curriculum Centering	
Outcome Abilities	Key Concepts
Caring	Humankind Environment
Critical Thinking	Research Legal/Ethical/Political Dimension
Communication	Information Processing Teaching-Learning
Professional Practice	Health Promotion Management

For students who entered in the fall of 1993, the lower-division program was revised to reflect the changing skills needed in the health-care delivery system. The Chemistry requirement was reduced from 8 to 4 semester hours and electives were reduced from 17 to 16 semester hours. These changes resulted in the addition of computer science and mathematics to the program of study. In the upper-division program increased emphasis was placed on assessment, gerontology, and management.

Graduation requirements increased from 122 to 125 semester hours. Of these 60 semester hours continued to be required in the lower-division. Requirements in the upper-division increased from 62 to 65 semester hours.

### **Academic Calendar**

Beginning with the fall term of the 1992-93 academic year, MCN changed from a quarter to a semester system. The change brought students to campus in August instead of September, as previously, and aligned the school year with most other colleges and universities. Under the new time frame, major curriculum changes could more easily be implemented.

### **Admission and Academic Standards**

Based upon national and institutional evaluative data both admission requirements and academic standards were elevated during this period. In the fall of 1994



■ Clinical experiences in the nursing program facilitate the transfer of theoretical knowledge into practical application in a variety of health-care settings.

the minimum grade point average for admission to MCN increased from a 2.0 to a 2.5 on a 4.0 scale. In addition, a minimum grade of "C" in all lower-division courses transferred to MCN became a requirement. Since the inception of the baccalaureate program a minimum grade of "C" was required in all upper-division courses.

Scholastic grade requirements were increased in the fall of 1993.

Comparison of 1983 and 1993 Grading Scale			
Grade	1983 Scale	1993 Scale	Grade Point
A	90-100	92-100	4
B	80-89	83-91	3
C	70-79	74-82	2
D	60-69	(eliminated 1987)	1
F	59 & under	73 & under	0





## Master of Science in Nursing Program

In the early 1990's, nurses with a variety of qualifications were being used in many differentiated roles. Diploma, associate degree, and baccalaureate degree nurses, along with patient care partners and other assistive personnel, continued to perform many of the routine nursing duties in hospitals. But with the average stays becoming shorter for acute-care patients, increasingly baccalaureate nurses assumed supervisory posts or were assigned to specialized areas. At the same time, many baccalaureate degree nurses moved into the community, taking positions, for example, in clinics, physicians' offices, home care agencies, and health departments. Roles for master's prepared or advanced practice nurses also began to increase as health maintenance organizations, physician practices, and underserved rural and urban communities recognized their role in primary care.

To meet this emerging need, Mennonite College of Nursing undertook in 1993 a self-study to determine the feasibility of developing a Master of Science in Nursing Program. Kathleen A. Hogan, Ed.D., President, and Denise Williams Wilson, Ph.D., Dean of Academic Affairs, headed a Graduate Program Committee. Jerry Durham, Ph.D., FAAN, Executive Associate Dean for Educational Services at the Indiana University School of Nursing, served as consultant. The Committee also worked with an advisory group of nurse practitioners. In conjunction with the study, a random survey of registered nurses in parts of Illinois indicated that they believed a need existed for the graduate program. Staff for the Illinois Board of Higher Education made a site visit on October 25, 1994, to evaluate the program.

On November 28-29, 1994, a focus visit was made by consultant-evaluators for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The visit was in response to a formal request by MCN to extend accreditation to a Master of Science in Nursing degree program.

Along with the recommendation for approval, the consultant-evaluators' report noted that "a relevant and appropriate design for a family nurse practitioner program" had been worked out, that the library was "an exceptional resource," and that learning resources were in place in areas such as "space utilization, state-of-the-art laboratory equipment, and support staff."

The Graduate Program Committee developed the curriculum and academic policies and undertook a national search for a director of the program. Official approval came from the Illinois Board of Higher Education on January 10, 1995, and from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools on February 24, 1995.

### *An MCN Moment*

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The program was specifically designed to prepare students as family nurse practitioners. Completion of the academic and clinical requirements would qualify graduates for the diagnosis and management of acute and chronic diseases, as well as client and family counseling, emphasizing health promotion and disease prevention. The intended clientele would be mainly in rural and smaller urban areas. Grants from the McLean County Farm Bureau, the Friends of Mennonite College of Nursing, and the Mennonite Health Care Foundation helped establish the program. The appointment of Jane Ryburn Starn, Dr.PH, RN, CS, PNP, as Graduate Program Director was expected in August.

## Transcultural Nursing Program

The Transcultural Nursing Program--first called the Summer Service Program but renamed in the College in 1983--dates back to 1972, when the first students participated in home nursing care service in Harlan, Kentucky. In the years immediately following, the Program expanded to other sites: Royal Sussex County Hospital in Brighton, England (1974); St. Mary's Hospital and Princess Alice Hospital in Eastbourne, England (1976); Lame Deer Clinic and Crow Agency Hospital in Montana (1976), Hospital Albert Schweitzer in Haiti (1974); Evangelische Johannesstift Hospital in Berlin, Germany (1978); Oz 100 (sponsored by the Mennonite Central Committee) in Amsterdam, Netherlands (1980); and at hospitals in Asahigawa, Japan (1981).



■ Participants in various transcultural learning experiences.



With the students in the College in 1983, interest remained high, and the Transcultural Program continued as a significant enriching component of the curriculum and in the personal lives of participating students.

Until 1984, the Office of Counseling Services had administrative responsibility for the program; from 1984-88, the Office of the Assistant Dean; from 1988, the Office of Student Affairs.

The philosophy and objectives of the Program have remained, in general, much the same over the years. Gail Lamb, Director of Student Affairs, gave this statement of the philosophy: "Mennonite College of Nursing is committed to educational excellence and recognizes the wisdom in providing transcultural educational experiences which broaden the student's knowledge of nursing, of self, of peoples in the world."

A restatement of the objectives was approved by the Dean of the College in July, 1990:

- ◆ To provide an avenue for personal and professional growth beyond the traditional classroom and clinical requirements;
- ◆ To provide students an opportunity to examine nursing care in a location culturally different from central Illinois;
- ◆ To foster individual growth by meeting the challenges of living, studying, working in another culture;
- ◆ To provide students the opportunity to develop the international dimension of their education and to gain new perspectives of the United States and its issues.



### *In My Opinion*



*"By far the most fulfilling event in my association with Mennonite College of Nursing has been my cross-cultural experience in Haiti. As a young person I had had few special experiences, but the Haiti program opened my eyes to how others in the world live and has prompted me to participate in other similar service projects."*

**Mary Anne Kirchner**  
Graduate and Clinical  
Instructor in Medical-  
Surgical Nursing



*An  
MCN  
Moment*

Another dimension was added to the Transcultural Program in the summer of 1985, when Associate Professor Rebecca Sutter conducted a European Nursing Studies Tour. The emphasis was on visiting medical and nursing sites, but many places of other historical interest were also included. Similar tours were made in 1988 and 1989.



■ Experiencing a different culture is part of the learning process.

The Transcultural Program had two components: program and curriculum. The Office of Student Affairs coordinated the Program, focusing on administrative, developmental, and informational activities. The Office of Academic Affairs was responsible for the academic aspects, including the courses offered: Independent Study, International Nursing Study, and Field Nursing Study.

During the period 1983-95, 68 students participated in the transcultural experience. Out-of-the-country selections took them to Haiti, England, Japan, Mexico, Nova Scotia, and Africa. In-country they went to Kentucky, Montana, New Mexico, and Washington, D. C.

Another dimension was added to the Transcultural Program in the summer of 1985, when Associate Professor Rebecca Sutter conducted a European Nursing Studies Tour. The emphasis was on visiting medical and nursing sites, but many places of other historical interest were also included. Similar tours were made in 1988 and 1989.

English visitors came to campus from time to time prior to the start and in the early years of the baccalaureate program, but from 1986 three or four students from Brighton or Eastbourne came regularly in the fall of the year for a four-week period of study and extra-curricular activities. In addition, on occasion students and faculty members from other affiliated institutions made reciprocal visits. MCN also networked with other colleges and universities sponsoring transcultural programs. The College was a member of the Illinois Consortium for International Studies and Programs, through which study programs in England, Austria, and Mexico, as well as faculty and administrator exchanges, could be arranged.

To assist in meeting Program costs, students had several options. Two loan funds were available, one maintained by the Transcultural Program and one sponsored by the Alumni Association. A scholarship grant was offered by the Transcultural Club of the Mennonite Student Nursing Organization.

In 1993, the aid program received a boost when the Alumni Association made \$3000 available to help with tuition on an annual basis.

Mary Anne Kirchner of the faculty, wanting to provide additional transcultural opportunities, arranged to accompany students in the summer of 1994 on a field study trip to the McDowell Home Health Center in Kentucky. The following summer arrangements were again made to return to Kentucky, this time to the Harlan Home Health Center.

As a student in 1981, Kirchner participated in the Transcultural Program at Hospital Albert Schweitzer in Haiti. That experience made a lasting impression on her. Her words capture some of what was very meaningful: "My



experience in Haiti taught me a lot about others outside of my own community, in that I saw a different lifestyle, different values, learned what it meant to be in the minority, and saw great poverty.

"The experience also broadened my perspective on nursing....When I care for people of other races and cultures, I am more sensitive to the fact that cultural issues must also be considered. Interestingly, the need to understand also happens when working with a multi-cultural group of physicians. They have different ways of approaching pain and managing dying.

"Because of my experience, I have learned to think of culture broadly. Culture is more than color of skin and area of the world. It is characterized by values, local traditions, and the lifestyles of smaller geographic communities."

Jamie Kraus in May, 1995, went to Harlan, Kentucky. Among the many benefits she gained from working with the people in Appalachia, she came "to understand how I must respect other people's way of doing things and living, even if it is not how I would like them to be." She also came "to appreciate the care that can be given by family members in the home-care setting." Moreover, in reference to the people she cares for, she said that the experience gave her "a whole new perspective on my 'job' as a nurse: I can never fully help them to be whole until I see what they see and I understand what they have come to know."

For all Transcultural Nursing Program students, living and learning in culturally different nursing environments, the experience added a valuable dimension to their professional backgrounds. For each, too, the experience held a very special personal meaning. Most students would echo Anita Eftefield and Lori Phillis when they said, after returning from Japan back in 1985: "It was the greatest experience of our lives."



■ Making pizzas as a fundraiser for the Transcultural Program.



## A. E. Livingston Health Sciences Library

Sue Stroyan, who had been the director of the library for the School of Nursing, became the first director of the College library. With the advent of the baccalaureate program, the library had to provide additional resources and to coordinate the needs of more diversified users. Grants from the Helene Fuld Trust Fund in 1984 and 1987 helped in the purchase of materials, and another grant from the Corn Belt Library System provided a fax machine in 1987. Mary Beth Klofas, librarian from 1985-89, developed the first audio-visual data base.

Sue Stroyan resigned in January, 1988, and Klofas served as Acting Director until the appointment of Toni Tucker as Director in August, 1988. The following summer (1989) the College Library, the Mennonite Hospital Library and the Bloomington Pastoral Services Library merged. The consolidated libraries were named the A. E. Livingston Health Sciences Library in honor of a prominent local physician who had established an endowment fund in 1987.

Money from the endowment made it possible for the library to purchase its first computer workstation for patrons and the Cumulative Index to Nursing and Allied Health Literature (CINAHL). This launched the Mennonite College of Nursing Library into the high tech computer age of information retrieval systems. Additional CD purchases were made, and the Library became part of a Local Area Network. Faculty and administrators were able to access the Network from their offices.

■ The A.E.Livingston Health Sciences Library.





The Mennonite College Library had been located on the lower-level of Troyer Hall. Acting on the recommendation of the National League for Nursing and having received funds from the Mennonite Hospital Auxiliary and the Illinois Department of Higher Education in the fall of 1989, the administration decided to move the Library to the Physicians Office Building (now the Education Center). In 1990, another grant was received from the Helene Fuld Trust Fund to support in part library acquisitions.

The relocation increased the square feet of space from 2,800 to 8,500. The spaciousness, the new furnishings, and the art work donated by Dr. Livingston created a pleasant environment, highly conducive to study and research. The formal opening of the "new" Library and of many additional facilities in the building took place on April 26, 1991. Hailed as a Gala Celebration, the occasion featured an official ceremony and open house. (See "Celebrations," "Gala Celebration.")

With the hiring of Diane Mather, Librarian, in the summer of 1991, the Library expanded its services. The Selective Dissemination of Information Service was initiated for administrators and faculty members. Also, that summer the Library accessed, via satellite, the Health and Sciences Television Network. This Network provided for individual and classroom viewing of programs.

In a 1991 survey of libraries at nursing institutions approved by the National League for Nursing, Mennonite College of Nursing Library ranked in the top 25 in overall quality and in ratio of students and dollars spent.

Witness to the many technological changes that had taken place in Library resources and services and to major improvements in facilities was Gerrie Godwin. She joined the Library staff of Mennonite Hospital School of Nursing in 1971 and retired from the College staff in 1992.

In May, 1992, the Library received financial assistance from the BroMenn/Illinois State University Center for the Study of Aging to develop its holdings in geriatrics. In January of 1994, the Illinois State Library gave Mennonite College a grant of \$8,250 to set up the Resource Sharing Alliance. This allowed efficient access to the Library's own collection, as well as to the collections of more than 80 other libraries.

Computerized programming continued to expand. In addition to CINAHL, other on-line databases were acquired: Clinic Psyc, Health Literature, Medline, Heartland Free-net, and Illinet. Searches were also pro-



In a 1991 survey of libraries at nursing institutions approved by the National League for Nursing, Mennonite College of Nursing Library ranked in the top 25 in overall quality and in ratio of students and dollars spent.







■ A Student Ambassador Program was established in 1991. A number of outstanding students were selected each academic year to serve as MCN "ambassadors."

In addition, according to Mary Ann Watkins, Director of Admissions and Financial Aid, "Healthcare professionals--nurses, physicians, and others who work with Mennonite graduates were instrumental in telling persons interested in pursuing nursing education that Mennonite is THE place to go." As a direct result of her conducting applicant interviews, Director Watkins consistently heard that "the quality of the program at Mennonite College of Nursing is a major factor in the applicant's choice of College." Enrolled students, as well as

Mennonite graduates, gave MCN very high recommendations to students interested in pursuing a nursing career. Director Watkins believed this was attributed not only to the excellence of the educational program, but also the small college personalized environment of the Mennonite College of Nursing community.

During the first nine years of the collegiate program, the Department of Admissions and Financial Aid was staffed by two people, the Director and a secretary. The increased number of applicants, the expanded sources of financial aid and the ever-changing rules and regulations governing the financial aid programs, as well as the need to update recruitment materials and develop new strategies, culminated in the need to add two new positions to Admissions and Financial Aid.

In 1992 the position of Financial Aid Assistant was established with responsibility for processing financial aid for incoming and enrolled students. Diane Schertz assumed this position. At that time 88 percent of the students received financial aid. Diane Schertz noted that "the most challenging part of my position is keeping up with the changing federal regulations and the most satisfying is working with Mennonite College of Nursing students."

In 1993 Gina Daugherty assumed the new position of Admissions Specialist. She became responsible for staffing recruitment events, coordinating informational meetings, performing data management and research, coordinating mailing production, and assisting with the Student Ambassador Program.

A Student Ambassador Program was established in 1991. A number of outstanding students were selected each academic year to serve as MCN "ambassadors." Their



### *In My Opinion*

*I really like the clinical aspect of the nursing education program. I like being in the hospital with the hands-on experience. That's why I selected this school. The financial aid program is really important because of the costs of a private school like this.*

**Jon Gregory**  
Graduate, 1986



purpose generally was to be involved in activities designed to inform students and other interested parties about MCN. More specifically, they liaised with prospective students in order to inform them about the learning/living experience at the College and especially to give them some idea of the faculty expectation of students' educational commitment and achievement. The Director of Admissions and Financial Aid regarded the Program as highly successful. For 1993-94, their efforts were remarkable, she said, and among the many contributions, they "facilitated mailing of the MCN *Viewbook*; served as tour guides for 8 Informational Meetings and for Alumni Homecoming; provided individual tours for prospective students and families; served on the planning committee and made presentations at the Expand-Your-Horizons Science and Math Conference; demonstrated nursing skills at the laboratory for the MCN Board of Trustees; and assisted with MCN and BroMenn Lifecare Center Open House on May 1, 1994."

The following students served as ambassadors.

1991-92	Shannan Allen, Del Backs, Amy Hawkins, Greg Roske, Beth Rowden
1992-93	Shannan Allen, Del Backs, Faith Barrett, Beverly Brown, Amy Hawkins, Lisa Johnson, Jill Ozga, Greg Roske, Beth Rowden, Janette Thompson
1993-94	Jean Blythe, Faye Goggil, Lisa Johnson, Elizabeth Klopfenstein, Sarah Mason, Jill Ozga, Connie Reimer
1994-95	Faye Goggil, Elizabeth Klopfenstein, Sarah Mason, Sarah Drumm, Heather Martin, Marla Martin, Kelli Stoller, Samuel Williams

The students themselves selected an Ambassador of the Year. Those so recognized were: Shannan Allen (1991-92), Jill Ozga (1992-93), Elizabeth Klopfenstein (1993-94), Sarah Drumm (1994-95).

## Tuition and Other Costs

Tuition increased gradually each academic year from \$4257 in 1983-84 to \$7938 in 1994-95, a yearly increase of 4-6 percent. The room rate increased modestly, from \$1176 to \$1820, and the meal plan increased from \$267 to \$510. College yearly costs in these areas for this period are shown in the graph on the next page.

## In My Opinion

*I would highly recommend this school!*

*I have talked with students in other nursing programs, been to informational meetings at other schools, and even attended classes at another school of nursing for a couple of weeks, and I can say I'm very thankful to be here. It is a very challenging, difficult program, but I feel that once I graduate, I will be adequately prepared for the demands and challenges of a nursing career. I have talked with some R.N.s in the local hospitals and they all seem to agree that MCN is the best school in the area, and Mennonite's nurses are the most prepared when they start their career.*

**Elizabeth Klopfenstein**  
**Ambassador 1993-94**  
**and 1994-95**  
**Ambassador of the Year**  
**Recipient, 1993-94**

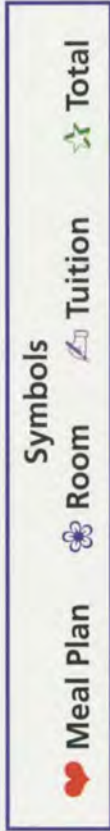
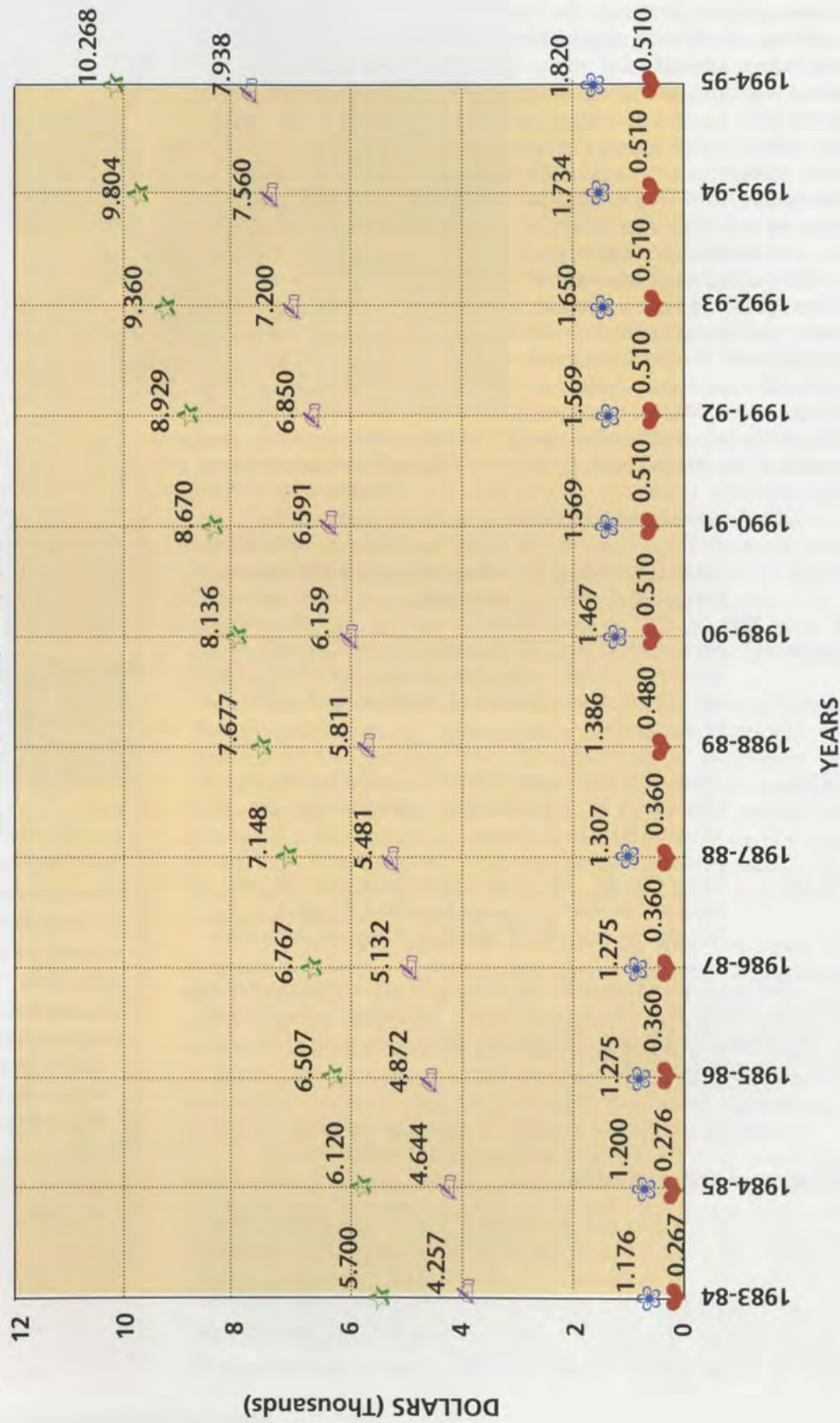


# MENNONITE COLLEGE OF NURSING

Department of Admissions and Financial Aid

## COLLEGE COSTS

1983-84 through 1994-95





## Summary

The quality of the education program at Mennonite College of Nursing, the renewed national interest in nursing as a profession, with the increase in career opportunities, helped account for the large number of applicants to MCN during this historic period. However, the major reason for the admission of highly motivated and academically superior students to MCN must be credited to the creative talent and energy of the Admissions and Financial Aid staff.

## Financial Aid

The development of the Financial Aid Program for Mennonite College of Nursing was closely tied to the process of accreditation. During the first year of the baccalaureate program, funding sources were limited to the Illinois Student Assistance Program (ISAC), an institutional loan developed by MCN and patterned after the Guaranteed Loan Program, and private sources of funding. During 1983-84 baccalaureate students received no federal funding, \$13,933 from ISAC, and \$57,249 from private sources.

After the March, 1984, site visit by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, the Commission voted at its June 22, 1984, meeting to grant initial candidacy status to Mennonite College of Nursing. This approval, received in a letter dated July 2, 1984, was very significant, since candidacy status was required to become eligible to receive federal funding.

On August 2, 1984, Jacqueline S. Kinder, President of MCN, signed the program participation agreement with the Department of Education, Office of Postsecondary Education and Office of Student Financial Assistance. The agreement provided for participation in the Pell Grant Program, National Direct Student Loan Program (NDSL), Supplemental Educational Opportunity Grant Program (SEOG), College Work Study Program (CWS), Guaranteed Student Loan Program (GSL) and Parent Loan Program (PLUS).

Despite the fact that the agreement was signed, there was confusion in Washington regarding the status of the College's application for federal funds. Written and telephone communications went back and forth regarding the steps necessary to administer federal financial aid at an institution that had administered federal financial aid since 1968 in a diploma program. This was just one more hoop to jump through in the establishment of a new college.

The total financial aid administered at Mennonite College of Nursing increased from \$241,954 in 1983-84 to




### In My Opinion

*The curriculum is very demanding. The faculty are nice. I have never really met teachers that try to help you as much as they do. I wouldn't be here if it weren't for the financial aid program. They really made me feel as if they wanted me as a student. This has enabled me to make a mid-life career change that's really helping me out.*

**Rick Smith**  
**Graduate, 1986**





**A Red-Letter Day  
for MCN  
February 21, 1986**

\$1,540,924 in 1994-95, an increase of 537 percent. The increase was phenomenal when compared to tuition, which increased from \$4,257 in 1983-84 to \$7,938 in 1994-95, an increase of 86 percent.

### **Summary**

There were three major sources of financial aid: state, federal and private scholarships. The state and federal programs were generally in a state of flux, dependent upon the issues of legislators in any given year. Nevertheless, Mennonite College of Nursing was grateful for all sources of financial aid. The College was particularly appreciative of individuals who established scholarships in memory of loved ones or left a bequest to help finance the education of a needy student. The College also appreciated the many groups or organizations that provided financial aid to Mennonite students.

### **Accreditations Achieved**

February 21, 1986, was a red-letter day for the Mennonite College of Nursing. On that day the College was notified that it had been granted accreditation, retroactive to June 15, 1985, by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Before applying for institutional accreditation the College had to graduate its first class. The retroactive date was of special significance because it meant that the first baccalaureate class received its degrees from an accredited institution of higher education.

The NCA evaluation cited the following strengths of the College: "involved College governing board, conscientious faculty, high quality students, excellent clinical settings, innovative transcultural nursing options, well maintained physical facilities, and strong financial support from BroMenn Health Care."

Dean Hogan paid tribute to the many people who were involved in the accreditation process and particularly noted the work of Assistant Professor Mary McNamee, Coordinator of the Self-Study, and her assistant, Instructor Denise Williams.

In addition to the Self-Study, an on-site visit was made on November 4-6, 1985, by peer evaluators. Their judgment confirmed the high quality of the MCN program and regarded it as comparable to similar institutions of higher education.

Following a visit to the campus by reviewers, the Illinois Board of Higher Education sent its formal approval of the baccalaureate program. Subsequently, in April, 1986, the Mennonite College Board of Directors was incorporated, legally empowering it to direct the affairs of the



College. Business would be conducted through a committee structure. Faculty and students would access the Board through the Academic and Student Affairs Committee.

An institution must be regionally accredited before the National League for Nursing will conduct an evaluation. The accreditation by the North Central Association of Colleges and Schools and the approval of the Illinois Board of Higher Education prepared the way for the NLN site visit on May 6-9, 1986. The visit verified all of the major points covered in the Self-Study report, which was earlier submitted by the College. A deferred accreditation by the NLN was quickly repealed following a formal appeal presentation by Dean Hogan in New York.

The accreditation processes dominated much of the attention of the administration and faculty during the 1985-1986 academic year. The long-awaited second red-letter day came on January 26, 1987, when the National League for Nursing awarded accreditation. It was the first independent college of nursing to have been so honored.

On April 1-3, 1991, an evaluation team from the North Central Association of Colleges and Schools made a site visit to MCN to determine whether continuing accreditation for 10 years should be granted. MCN received the accreditation. The previous accreditation was in 1986, retroactive to June 15, 1985. In its report, the accrediting body called attention to a number of "strengths" of the College. Among these were the following (in abbreviated form): "visionary and effective leadership by the Board of Trustees and the administration...; a complete and detailed assessment plan...; a dedicated, productive, mutually supportive faculty...; an obvious sense of community pervading the entire college...."



**The second red-letter day, January 26, 1987**

*An  
MCN  
Moment*

Mennonite College of Nursing was the first independent

college of nursing to be honored by the awarding of accreditation by the National League for Nursing.

■ Ambassadors who are justly proud of their College of Nursing.



In April, 1994, two NLN evaluators spent four days on campus verifying information submitted by MCN in its self-study. Areas evaluated included mission, faculty and student participation in governance, fiscal resources, facilities, library resources and services, curriculum, and clinical network. In particular, the NLN Board of Review commended MCN for its institutional assessment plan, a plan that the College had developed over a period of ten years.

On October, 17, 1994, the College was notified that it had received continuing accreditation for 8 years, the maximum allowable time, from the National League for Nursing. The League's initial accreditation was granted in 1987, retroactive to June 15, 1985.

On November 28-29, 1994, an evaluation team from the North Central Association of Colleges and Schools made a focus visit to evaluate the proposed new family nurse practitioner graduate program. The team noted that "a collaborative effort on the part of the faculty, staff, and Board has resulted in a relevant and appropriate design" for the program.

## Celebrations

■ Celebration for achieving initial accreditation.





## Celebration Event

With the climax to the series of successful accreditations, a feeling of euphoria swept the College, and 1987 was proclaimed a year of celebration. A Celebration Event was held on May 30, as Dean Hogan declared, "to share our joy and to express our deep appreciation to our community and all those individuals who assisted us in so many ways to make our dream a reality."

As part of the formal program, Richard D. Johnson, MCN Board member, gave an overview of the College, a slide/sound show ("MCN 1919-1987") was presented, and Dallas Reynolds, MCN Board member, gave the keynote address.

While acknowledging the achievements of the past, Mr. Reynolds cautioned: "This is not a time to be satisfied or assume we have reached the peak.... A changing world will not allow it." And so he urged that everyone press on to the challenges that lie ahead.

Now engraved in stone at the entrance to Troyer Hall are these commemorative words: "MENNONITE COLLEGE OF NURSING--THE FIRST INDEPENDENT COLLEGE OF NURSING IN THE NATION TO BE ACCREDITED BY THE NATIONAL LEAGUE FOR NURSING." Underneath is the date January 26, 1987, and this verse: "Pray for one another that you may be healed" (James 5:16). The marker was donated by Mr. and Mrs. David Vinton, and a formal dedication took place on April 29, 1989.

Mr. Vinton, a long time friend and supporter of the College, arranged for its purchase and determined its design and inscription. He was recalling the story in Joshua 4, and particularly verses 20-25. As the Israelites crossed the Jordan into the promised land, the Lord told Joshua to have each of the twelve tribes bring a stone from the river, where the priests had been standing with the ark, to serve as a sign to the people.

*And Joshua set up at Gilgal the twelve stones they had taken out of the Jordan. He said to the Israelites, "In the future when your descendants ask their fathers, 'What do these stones mean?' tell them, "Israel crossed the Jordan on dry ground." For the LORD your God dried up the Jordan before you until you had crossed over. The LORD your God did to the Jordan just what he had done to the Red Sea when he dried it up before us until we had crossed over. He did this so that all the peoples of the earth might know that the hand of the LORD is powerful and so that you might always fear the LORD your God."*



"The stone at the College is also a reminder of the faithfulness of God", said Mr. Vinton, "as the permission to be the first independent College of Nursing to be accredited was surely in God's plan."

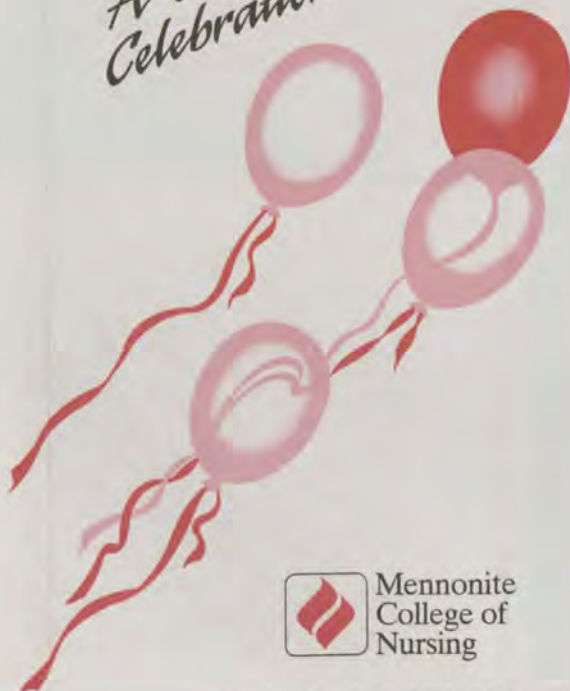
### Gala Celebration

In 1991, Mennonite College of Nursing held a Gala Celebration for the formal opening of major facilities in the Education Center at 107 East Chestnut Street, across from Troyer Hall. The new and expanded facilities included, on the ground floor, the A.E. Livingston Health Sciences Library (tripling the size of the former library), a career center, a media center, a computer lab with 16 stations, and a seminar room. On the first floor were a state-of-the-art nursing practice laboratory, a student center, a chapel, a vending area, and five classrooms. A grant from the Illinois Board of Higher Education for \$124,000, and a bequest in the will of Florence Kissinger, a 1923 graduate, for \$250,000 made the new facilities possible. These facilities significantly advanced the College's long-range goals.

The Celebration extended over four days, April 26-29: on April 26, an open house for physicians and BroMenn employees; on April 27, Mennonite Nurses' Alumni Association hosted Homecoming; on April 28, the highlight event for the College community and general public; on April 29, an open house for prospective students.

■ A Gala Celebration was held for the formal opening of the Education Center.

### *A Gala Celebration*



**Mennonite  
College of  
Nursing**

Sunday, April 28, 1991, 2:00 p.m.

### A Gala Celebration

Announcing the opening of  
new educational facilities  
at Mennonite College of Nursing.

We invite you to be our guest  
at a Gala Celebration, April 28, 1991.  
This Celebration will be held  
from 2:00-4:00 p.m.  
at 107 E. Chestnut Street, Bloomington.  
A special program will be held  
from 2:00-2:30 p.m.  
followed by a reception.

Tour our state-of-the-art  
nursing practice lab,  
student center and chapel.  
View educational displays  
in our five spacious classrooms.  
Visit our expanded  
health sciences library,  
computer lab  
and  
media center.

Mennonite College of Nursing  
Accredited by  
The North Central Association  
of Colleges and Schools  
and  
The National League for Nursing



For the highlight event, a program and reception, the invited dignitaries and speakers included:

Richard Johnson, President and General Manager of Twin Cities Broadcasting and member, MCN Board of Trustees

Robert P. Crumpler, D. Min., Director of Chaplaincy Services, BroMenn Healthcare and MCN Lecturer  
Mayor Jesse Smart of Bloomington

Senator John Maitland  
Representative Gordon Ropp

Kathleen A. Hogan, Ed.D., President of MCN  
Nancy Froelich, Chairperson, McLean County Board and

Vice Chairperson, MCN Board of Trustees  
Ronald D. Ropp, Rel.D.

### 10/75 Celebration

For Mennonite College of Nursing, 1993 marked 10 years of offering the Bachelor of Science in Nursing program. The year 1994 marked 75 years of progress in nursing education. The two occasions were highlighted in a combined 10/75 Celebration (July 1, 1993 -December 31, 1994), focusing first on the BSN 10-year milestone and then on Mennonite's 75-year history. A committee, chaired by Gail A. Lamb, Director of Student Affairs and Public Relations, was formed to plan the celebratory events. Other members of the committee were:

Kathleen Hogan, President of MCN

Phyllis Coulter, Co-chair, Alumni 1993 Homecoming Committee

Alice Deavers, President, Mennonite Nurses' Alumni Association

Dorothy DeVore, Director of Alumni Affairs

Robin Hamilton, Assistant Director of Development  
Janet Patterson, Co-chair, Alumni 1993 Homecoming Committee

Alisa Sorenson, President, Mennonite Student Nurses Organization

Sue Stein, Faculty representative

Linda Wade, President-elect, Mennonite Nurses' Alumni Association

The theme for the Celebration was: "Mennonite College of Nursing: Celebrating a Tradition of Excellence." An early announcement of the forthcoming Celebration came in the form of a 1992 Christmas card with a special drawing of Troyer Hall. The Spring, 1993, issue of *The Flame* focused on upcoming events of the Celebration and published a distinctive Celebration Logo.



### In My Opinion

*The finest attribute seemed to be the personalities at the school. Very warm and friendly to students and concerned about my needs. Mary Ann Watkins kept in touch with me over the course of approximately four years. Gail Lamb did not even know me, but wished me congratulations on my marriage in a follow-up letter.*

*President Hogan knows my name!*

**Jane Elizabeth Deckert,  
R.N., Graduate 1994**





■ 10/75 Celebration  
Pin

■ Diamond Jubilee  
program cover and  
nurse dolls made for  
the occasion.

*Diamond Jubilee*

◆ MENNONITE COLLEGE OF NURSING

The formal launching, however, took place at the Fall Convocation on August 26. A video tracing the historical development of MCN from its beginning in 1919 as a nursing education institution was shown for the first time. It was titled with the theme of the Celebration: "Mennonite College of Nursing: Celebrating a Tradition of Excellence." Another highlight at the Convocation was the unveiling of the commissioned watercolor montage of the College by Fred Mills. (See the inside of the back cover for details of the montage.)

Later that fall the Homecoming activities centered around the Celebration and the "Passing of the Flame," the flame having become the College's symbol for nursing education and the nursing profession. For Christmas 1993, the MCN card featured an attractive picture of the commemorative montage and had a reminder of the Celebration's continuance. The winter issue of *The Flame* (early 1994) depicted the montage on the first page.

The 10/75 Celebration was observed throughout 1994 and received special attention with the first Founders Day event in April. By that time almost all members of the College community were wearing 10/75 Celebration pins, and Celebration banners were hanging on posts around the College campus, BroMenn Lifecare Center, and BroMenn Regional Medical Center. The summer issue of *The Flame* again featured the Celebration, with a focus on the Founders Day activities.





The fall Convocation, opening the academic year (1994-95), focused on Mennonite's 75 years of excellence in nursing education. The Homecoming theme that fall was "Diamond Jubilee." The MCN Christmas card for 1994 again featured the 10/75th Celebration and depicted a black and white version of the montage. The year's end brought to conclusion the period commemorating two notable milestones in Mennonite's history.

## **Professional Affiliations**

### **Accreditations, Approvals, and Memberships.**

Along the way since 1985, MCN had achieved various accreditations and approvals and had gained memberships in numerous professional associations. By 1995, these were:

#### **Accreditations**

National League for Nursing  
North Central Association of Colleges and Schools

#### **Approvals**

Illinois Department of Professional Regulation  
State of Illinois Board of Higher Education

#### **Memberships**

American Association of Collegiate Registrars and  
Admission Officers  
American College Health Association  
American Council of Education  
Federation of Independent Illinois Colleges and  
Universities  
Illinois Council of Baccalaureate and Higher Degree  
Programs  
Mennonite Health Association  
National Association of Student Financial Aid  
Administrators  
National Association of Student Personnel Administrators  
National League for Nursing, Council of Baccalaureate  
and Higher Degree Programs  
Network of Colleges and Universities Committed to the  
Elimination of Drug and Alcohol Abuse  
United Campus Christian Foundation

### **Cooperating University and Colleges**

Prospective students of MCN could attend any accredited college or university for their lower-division course work. However, MCN had established a cooperative relationship with a number of institutions, where founda-



tion courses were offered that met MCN entrance requirements. These institutions also had academic advisors to assist students. The cooperating institutions in 1985 were Augustana College, Eureka College, Illinois College, Illinois State University, Lincoln College, Monmouth College, Springfield College in Illinois. In 1995, the list was as follows:

Eureka College  
Greenville College  
Heartland Community College  
Illinois College  
Illinois State University  
Illinois Valley Community College  
Lincoln College  
Monmouth College  
Springfield College in Illinois

### Clinical Network

Administrators and faculty of Mennonite College of Nursing have always been committed to an emphasis on the humanistic basis of nursing, to an acknowledgment of the worth and dignity of each individual life. An important means of transmitting that emphasis to students has been through their experience in clinical settings. While applying their classroom-gained theoretical nursing knowledge and skills in acute care and community settings, students gained valuable insights into the human condition, insights that also helped clarify and intensify their own personal values. From 11 facilities in 1985, the clinical network expanded to 43 by 1995. All were located in Illinois.

Andrew McFarland Mental Health Center, Springfield  
Anglers Manor, Bloomington  
Baby Fold, Normal  
BroMenn Home Health Services, Bloomington  
BroMenn Lifecare Center, Bloomington  
BroMenn Regional Medical Center, Normal  
Carle Foundation Hospital, Urbana  
Catholic Social Services, Bloomington  
City of Bloomington  
Clare House of Hospitality, Bloomington  
Covenant Medical Center, Urbana  
Diamond-Star Motors Corporation, Normal  
District 87 Public Schools, Bloomington  
Eureka Community Hospital, Eureka  
Eureka Community Hospital Home Health Agency,  
Eureka  
Gailey Eye Surgery, Bloomington  
General Electric, Bloomington  
Head Start, Bloomington

### In My Opinion

*I have learned more in two years than I ever thought I could. The clinicals are interesting and there are a lot of opportunities made available for a student to learn.*

**Bev Branning**  
Graduate, 1995



Home Sweet Home Mission, Bloomington  
Illinois Farm Bureau Health Services, Bloomington  
John M. Scott Health Resources Center, Bloomington  
Lighthouse, Bloomington  
Lincoln Towers, Bloomington  
McLean County Center for Human Services, Bloomington  
McLean County Health Department, Normal  
McLean County Jail, Bloomington  
Metcalf School, Normal  
Miller Park Senior Center, Bloomington  
Normal Township Hall, Normal  
Occupational Development Center, Normal  
Phoenix Towers, Bloomington  
Pontiac Correctional Center, Pontiac  
Project Oz, Bloomington  
St. Francis Medical Center, Peoria  
St. Joseph Medical Center, Bloomington  
State Farm Insurance Medical Service, Bloomington  
The Downtowner, Bloomington  
The Eureka Company, Bloomington  
Unit 5 Public Schools, Normal  
University High School, Normal  
Western Avenue Community Center, Bloomington  
Woodhill Towers, Bloomington  
Youth Services of Mid-Illinois, Inc., Bloomington

### *In My Opinion*



*The clinical experiences are excellent and there are teachers that will challenge you to your fullest.*

**Bobbie Jo Francis  
Graduate, 1992**



## Marks of College Identity

### Alma Mater



Fittingly, the Alma Mater was composed to be sung at the last commencement in May, 1985, of diploma students and at the first commencement in June of baccalaureate students.

Robert A. Hogan penned the lyrics. Many of the thoughts and emotions expressed were suggested to him while attending his son's college commencement. In his own words, he tells us of the creative process.

The solemnity and inspiration of an actual graduation was a motivating force in capturing the spirit of Mennonite College and in reflecting on themes appropriate to nursing. Education, values, and professionalism were important concepts which the College had always attempted to foster in student development programs.

The flame had been the key symbol at Mennonite of the fire and zeal which professionals are expected to bring to their care of and commitment to the suffering.

"Love of God our guide" and the following words were intended to have the person reflect on a personal God, who may inspire and guide the individual to a life of caring service to humanity.

Finally, the phrase "friendship for our fellow students" was included to inspire thoughts of the many shared experiences students recall at graduation, and as a reminder to alumni of their heritage whenever they reflect on their years at Mennonite.





# Mennonite Alma Mater

Robert A. Hogan, 1985

Lyrics

1  
Hon - or to our al - ma ma - ter pro -  
Loy - al - ty our charge for - ev - er,

3  
claimed in word and deed. Com - mit - ment to our  
Ed - u - ca - tion our pride. A flame of wis - dom

6  
nur - sing val - ues, Faith - ful to - our creed. O  
be a ban - ner, Love of God - our guide. A

9  
Men - no - nite with flame sym - bol - ic lights our ser - vice  
song of love shall be our mot - to. Car - ing hand and

12  
due with love and hon - or. Faith a - bid - ing  
heart with friend - ship for our fel - low stu - dents

15  
lifts our stand - ards true.  
'til at last - we part.



## Motto

At a meeting of the College Assembly in 1991, suggestions for a College motto were discussed. President Hogan's "Amore Dei et Humanitate" ("For Love of God and Humanity") was chosen. This motto, it was felt, reflected the values of the College and would continue to do so into the foreseeable future. It calls for a commitment "to be competent, caring, compassionate, confident nurses." The motto was approved by the Board of Trustees in February, 1992, and it later became part of the College seal and pin.

## Colors

In the same year (1991) that the College motto was adopted, the College colors of red and gold were chosen. These colors were in some cases emblazoned on a white background. Gold symbolized worthiness; red, courage; and white, purity of heart.

## Pins

During the period of this history, three pins were designed for the graduates of the College. The first for the graduates from 1985-87 was gold with a flame, symbolizing the light of nursing knowledge, in the middle and circumscribed by the words: "Mennonite College of Nursing."

The second, also in gold, for graduates from 1988-92 featured a modified design of the flame. (In November, 1991, BroMenn Healthcare adopted the flame design for its corporate logo.)

The third pin, first given to the graduates of the class of 1993, had three colors, gold, red, and white, and included the College's motto: "Amore Dei et Humanitate."

## Student Uniforms

Throughout the period of this history, students when in clinical settings wore white uniforms in styles which they could select from several options. A student/faculty committee determined those styles approximately every four years. Uniforms were purchased at an officially designated store. Students were required to have two complete uniforms, white professional shoes, and a lab coat. In addition, they wore a special shirt for the Community Health course. As a prominent mark of identity, they wore a College patch on the left sleeve. Initially the patch featured the flame symbol, but eventually became a replica of the College pin, which included the College's name.



■ The 1985-87 Pin



■ The 1988-92 Pin



■ The 1993 Pin



## Publications

### *The Flame*

In the fall of 1985, Mennonite College of Nursing inaugurated a new publication, *The Flame*, to supersede *Nursing Notes*. Appropriately its name carried on the flame image of the College logo (later also becoming part of the College seal).

The purpose of *The Flame* was to expand coverage of activities of the Alumni Association and its members, faculty, students, and of campus events for an increasing number of alumni and College friends. The initial issue of *The Flame* featured an article by Louise Bellas, former instructor in the School of Nursing and a U.S. Peace Corps volunteer, on the process of joining the Peace Corps. The format was tabloid size. Lois Stumetz



■ Front cover of the first issue of *The Flame*

was editor; Dorothy DeVore and Alice Deavers were assistant editors; Sally Hawkinson, Darlene Poindexter, Kay Ziebarth, Mary Ellen Andris, Suellen Ott, and Regina Wey served on the Editorial Board; Meg Moore Walker was photographer.

In the fall of 1992, *The Flame* was changed to a smaller, glossier, magazine-type format. Each issue featured a colored picture on the front page. Regularly, issues contained a President's Message, continued Progress Notes of Alumni (including marriages, births, deaths, memorials) and the highlights of events on campus and the people making the news.

In 1993, seeking a broader readership among new friends and prospective donors, the Editorial Board increased the mailing list to 5000.

*The Flame* played a special role in publicizing the 10/75 Celebration. Three issues highlighted Celebration features: spring, 1993; winter, 1994; summer, 1994.

Editors of *The Flame* have been the following.

1985-86	Lois Stumetz
1986	Scott C. Snyder (fall/winter)
1987-89	Julie Payne



1990	Denise Williams
1991-92	Joyce Skelton Thorpe
1993-95	Gail Lamb

Dorothy Devore, as Director of the Alumni Association, was one of the assistant editors from 1985-89 and sole assistant editor from 1990-95.

## Catalog

The first *Catalog* for the baccalaureate program was designed and written in the summer of 1983 by Dean Hogan, Mary Ann Watkins, Director of Admissions and Financial Aid, and Ann Ramoino, Mennonite Hospital Community Relations. The intention, of course, was to give prospective students as much basic information as possible in an attractive format so that they could make an informed decision about applying for admission to MCN.

The publication of 52 pages contained a brief history of MCN, its mission and philosophy, program goals, student terminal objectives, campus location, and clinical laboratory facilities. Also included was information on academic, admissions, and financial aid policies, as well as information on the cooperating university and colleges offering lower-division course work. The *Catalog* listed members of the governing boards, administration, and faculty, and briefly described some of the functions of the Alumni Association.

The content of the 1984-85 *Catalog* was essentially the same, but contained information on admission to the BSN Completion Program (later the Advanced Placement Option). For 1986 the overall dimensions of the publication were slightly increased. The history section noted the recent consolidation of the Mennonite Hospital Association and Brokaw Hospital, Inc. into BroMenn Healthcare.

The most colorful and dramatic catalog of this period was the 1987-88 publication. The red and black cover with an exploding fireworks graphic was eye-catching. A note on the inside of the cover called attention to MCN becoming "the first single-purpose, independent college in the United States to receive accreditation from the National League for Nursing." Full-page photographs preceded each of the ten major sections of the *Catalog*.

The 1988-89 *Catalog* included for the first time a number of tear-outs: an Intention to Apply form, an Application for Admission, two Reference forms, and a business reply card for requesting specific additional information and/or for making a reservation to attend one of eight scheduled informational meetings.

### An MCN Moment

The most colorful, and dramatic catalog of this period was the 1987-88 publication. The red and black cover with an exploding fireworks graphic was eye-catching. A note on the inside of the cover called attention to MCN becoming "the first single-purpose, independent college in the United States to receive accreditation from the National League for Nursing." Full-color photographs preceded each of the ten major sections of the *Catalog*.



In 1989-90 a decision was made to publish a *Viewbook* as well as a *Catalog*. Therefore, overall dimensions of the *Catalog* were reduced, as were the number of photographs. The same kind of basic information appeared, reflecting whatever changes might have occurred, but the emphasis on "flair" and color to capture the eye as well as the interest of readers shifted to the new publication. The design of the *Catalog* remained essentially the same through 1994-95. The covers of the two publications were coordinated.

Each administrator reviewed and updated relevant information, with the Director of Admissions and Financial Aid supervising publication of the *Catalog* and *Viewbook*.

## Viewbook

The *Viewbook* was designed as a marketing publication (1989-90) with eye-catching pictures, color, and copy, all of which would reveal the "spirit" of MCN, a spirit that served to complement the academic motivation of prospective students. It was written by administrators Kathleen Hogan, Gail Lamb, Mary Ann Watkins, and Denise Williams. The editor was Sheila Harrod, Professor of English at Eureka College.

Major sections in the 16-page publication included: "Mennonite College of Nursing--Your College Choice," "More than a Nursing Education," "Program of Study," "Beyond the Classroom: The Clinic and the World," "Campus Life: Wholeness," "The Admission Process: Personal Contact," "College Costs: Meeting and Reducing," and "Mennonite College of Nursing at a Glance." Tear-outs included forms for application, reference, additional information, and reservation-for-an-informational meeting. The plan was to publish *Viewbook* every two years.

The 1992-94 edition contained the College seal with the motto "For Love of God and Humanity." Six color and 21 black and white pictures enhanced the format. In spite of the two-year publication plan, it was necessary to revise and reprint the *Viewbook* for 1993-95 because of changes in admission criteria. A striking photograph of 24 students on the escalator in the atrium of BroMenn Regional Medical Center appeared in both editions (*see next page*).

Over the years Mennonite College of Nursing received commendations for the high quality of the *Viewbook* and the *Catalog* from students, their families, various agencies, and peer personnel in other colleges.



Over the years, Mennonite College of Nursing

received commendations for the high quality of the *Viewbook* and the *Catalog* from students, their families, various agencies, and peer personnel in other colleges.





■ Students on the escalator in the atrium of BroMenn Regional Medical Center.



## Preview Day

Each year Preview Day was scheduled for all in-coming classes. For the first class in 1983, Preview Day occurred about a month before the opening of the fall term. Thereafter, it was held in the spring. While the College was on the quarter system, Preview Day came in late May, but with the change to the semester system for the 1992-93 academic term, it was held in late April.

As at most colleges in the country, at MCN Preview Day was intended to give new students the opportunity to learn more about the College and its mission and values and to meet personally faculty, administrators, and other students. Prior to Preview Day, students would already have received information from the Student Affairs Office, the Registrar's Office, and letters from their Peer Support Persons.

Based on evaluations from participants over the years, some changes were made in activities, but for the most part the format remained the same. Students were met by their assigned Peer Support Persons. There followed a Welcome, Introductions of Faculty and Administrators, and an Overview of the Curriculum.

Next came small group discussions led by faculty members and senior students. Then came a question-answer session covering such matters, for example, as insurance, part-time work, registration and class demographics. At the luncheon, student leaders and Peer Support Persons were introduced. After the luncheon, students met in small groups with Peer Support Persons. The last scheduled activity was pre-registration for fall courses.



## Special Events

### In My Opinion

*I looked into several nursing colleges, and I found Mennonite College of Nursing was far the most helpful to me in the admissions process. After visiting the campus I got a strong sense of being a part of a small, tight-knit community. This is exactly the type of environment I was searching for and I immediately knew I made the right choice.*

**Amy Hawkins**  
Ambassador 1991-92  
and 1992-93

■ Preview Day allows new students to become informed of the many facets of college life.



In time Preview Day came to be regarded as a turning point from one academic term to another. It took on special significance, a "passing of the flame" from the soon-to-be graduating seniors to the newly elected and soon-to-be senior leaders who assisted in the welcoming and orientation of new students to MCN.

## Fall Convocation

### Background

The fall Convocation marked the official opening of each academic year. One of the major events of the year, the occasion brought the entire College community together--faculty, students, administrators, staff. The first Convocation in 1983 was held in the Education Center; in 1984, 1985, in the Health Services Building; in 1986-93, in the Scottish Rite Temple; in 1994, in the College Lecture Hall.

For new and returning students, Convocation began a two-day orientation. Among the many College special programs, services, and facilities, they were given information on the Trans-cultural Nursing Program, use of the Library, the Fitness Room, and the Student Affairs/Counseling Service. As the need arose, orientation to loan management for the students receiving financial aid and to the Computer Lab was added.

Over the years, the MCN Convocation program developed a basic pattern that looked like this in 1994: Music, Welcome by the Director of Student Affairs and Public Relations, Invocation by the Chairperson of the Faith and Life group of MSNO, Introductions of faculty and staff by the Director of Student Affairs, Greetings from the Chairperson of the MCN Board of Trustees and by the Vice President of Nursing Service of BroMenn Healthcare, Address by the President, Senior Message by the Senior Class President, Announcement of academic honors, scholarships, and awards by the Dean of Academic Affairs, Announcement of the MSNO Junior Leadership Award and Presidential Scholarship, Faculty Message by the recipient of the Dr. Kathleen A. Hogan Teaching Excellence Award, and Singing of the Alma Mater.

From 1983 to 1994, President Hogan gave the State-of-the-College Address (in 1993 changed to Convocation

*An  
MCN  
Moment*

...the early Convocation Addresses called attention to the long and distinguished history of the institution, while emphasizing that it was now embarking on a mission in a new era. A passing of the College's symbolic flame was occurring, and all were asked to contribute to its continuing to burn brightly.



Address). In the early years following the establishment of the College--in 1983, 1984, 1985 particularly--the addresses called attention to the long and distinguished history of the institution, while emphasizing that it was now embarking on a mission in a new era. A passing of the College's symbolic flame was occurring, and all were asked to contribute to its continuing to burn brightly.

In the ensuing years, the College developed rapidly, so President Hogan mentioned the highlights of each year. But invariably she asked each to dedicate himself/herself to the mission, philosophy, and values of the College. Especially of the students, she asked for a sincere commitment to studying, service, research, and nursing practice.

The Convocation in 1994 took place at a time when the 10/75 Celebration was drawing to a close. Celebrated were 10 years as a College and 75 years as a nursing institution. President Hogan asked the students to identify with the grand tradition of which they now were becoming a part. And she asked them to be the standard bearers in a challenging but promising future.

■ **Presidential Reception for new students.**



■ **Convocation is an opportunity to seek sincere commitment from students to studying, serving, researching, and nursing practice.**





## Awards

### Academic Scholarships

MCN implemented a scholarship program in the fall of 1989. A minimum GPA of 3.5 was required in lower-division course work. The number of recipients for the academic school years from 1989-90 to 1994-95 were:

1989-90	7
1990-91	19
1991-92	25
1992-93	22
1993-94	20
1994-95	25

### MSNO Junior Leadership Award

Beginning in 1987, the MSNO Junior Leadership Award was presented annually to an outstanding junior student who possessed the potential for leadership in the senior year and who met the following criteria: "Active participation and/or leadership in student organizations; effective interpersonal relationships with students, faculty and staff; sensitivity to individual as well as group needs; commitment to the mission of Mennonite College of Nursing." Recipients were:

1986-87	Kimberle Reeser
1987-88	Lynn Brubaker
1988-89	Lois Barger
1989-90	Jennifer Edwards
1990-91	Theresa Warner
1991-92	Shannan Allen
1992-93	Alisa Sorensen
1993-94	Sue Stark
1994-95	Marla Martin



### *In My Opinion*

*"Mennonite College of Nursing provides everything that I was looking for when considering to continue my education. The small, personalized atmosphere is intended to make all students feel at ease and the sincere, caring attitude of the students, faculty, and administration make you want to be a part of it."*

**Sarah Mason**  
**Ambassador 1993-94**  
**and 1994-95**  
**Presidential**  
**Scholarship,**  
**1993-94**



## Presidential Scholarship

In 1991 MCN announced the establishing of a full-tuition Presidential Scholarship. It was awarded to an incoming junior student who had a background of high academic achievement (3.5-4.0 GPA on a 4.0 scale) in 60 semester hours of lower-division course work, who had demonstrated leadership qualities in serving in college or community organizations, and who possessed effective interpersonal skills. By maintaining a 3.5-4.0 GPA, the student could renew the scholarship for the senior year.

Recipients were:

1991-92	Beth Rowden
1992-93	Faith Barrett
1993-94	Sarah Mason
1994-95	Kim Sargeant



■ Beth Rowden, who received the first Presidential Scholarship award in 1991-92.

## In My Opinion



“MCN has high academic standards that allow you to excel and grow to be a professional and competent nurse. The overall caring feeling at MCN helps you as a student to gain confidence and grow as an individual.”

**Beth Rowden**  
Ambassador

1991-92  
and 1992-93

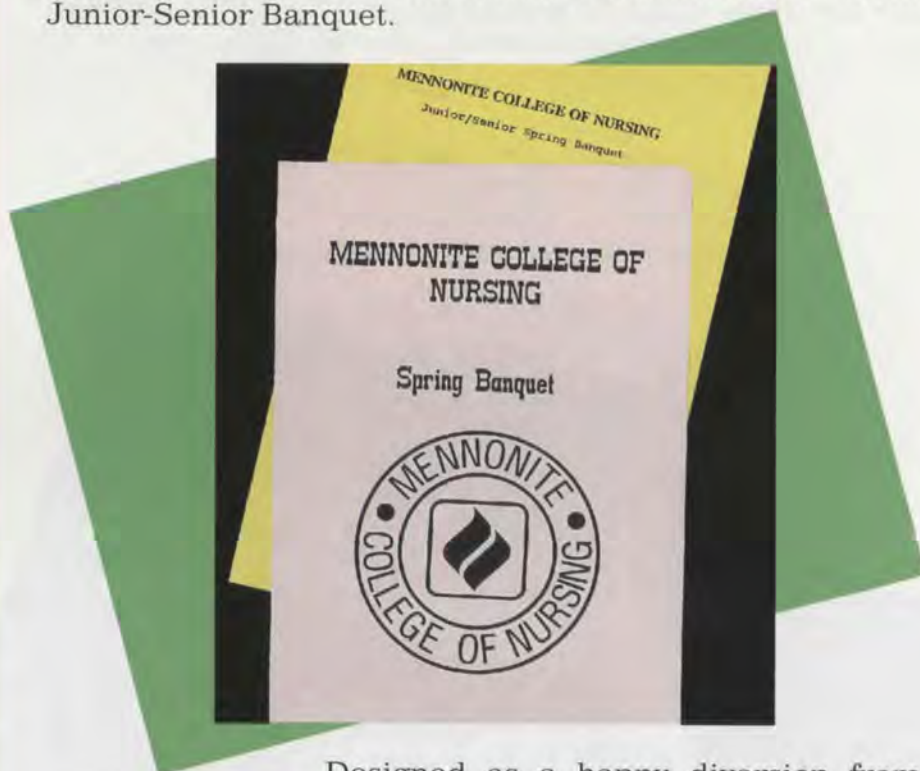
Presidential  
Scholarship,  
1991-92



## Banquet

An end-of-school-year banquet was one of the popular traditions in the pre-College years. During the transition period (1983-85), it became a joint affair of diploma and baccalaureate students, and has continued in the College under the sponsorship of the Mennonite Student Nurses Organization (MSNO). Previously referred to as the Spring Banquet, in the late 1980's, it became known as the Junior-Senior Banquet.

■ The end-of-school-year banquet became known as the Junior-Senior Banquet in the late 1980's.



Designed as a happy diversion from academic concerns, the event brought together administrators, faculty, and students. Activities changed a little from year to year, but there were several mainstays. Students and faculty members traded "barbs" for a bit of roasting. "Remember When," carried over from diploma years, had students telling of funny or foolish incidents from college life.

From the early 1990's, the MSNO president presided over the ceremonies, and the following pattern (with variations) developed. After the welcome, a member of the Faith and Life group gave the invocation. Following dinner, skits were presented by the junior and senior classes that included playful imitations of faculty members. The senior class skit also recounted memorable moments at college. A faculty member then did some "roasting" of the student body. At a number of banquets, the Faith and Life singers entertained.



## Candlelighting Ceremony

The first Candlelighting Ceremony was held by the senior class in February, 1992, in the main lounge of Troyer Hall. It was Jennifer Mathews, a senior student who already had a bachelor's degree in child development, who, recalling a candlelighting ceremony at her college sorority, suggested a similar ceremony for nursing students. The MSNO and its faculty advisor, Eileen Fowles, thought it an excellent idea. At a time when students were preoccupied with attending classes, drawing up care plans, coping with long reading assignments, and preparing for examinations, such a ceremony would give students pause to re-commit themselves to nursing careers and to establish social and supportive relationships with other students.

Candlelighting seemed particularly appropriate because of the historical associations with Florence Nightingale as the "Lady of the Lamp." The lighted lamp--the flame--came to symbolize a nurse's dedication to caring for patients' needs; and at MCN the flame symbol appears in the logo and other marks of the College's identity.

The Candlelighting Ceremony usually began with a welcome from the president of MSNO, who then lit the candle in the "lamp." Following this, came the telling of experiences by senior nursing students that had a special meaning in their lives and in the lives of their patients. One or two faculty members shared experiences as well. After the stories, with the singing of the Alma Mater in the background, the MSNO president lit a hand-held candle at the Nightingale flame, and the flame was passed on to everyone holding a candle. Closing remarks were made by a student leader, and people socialized over refreshments.

At that first Ceremony, Jennifer Mathews told her story. A non-traditional student, Jennifer was married. She gave birth to her first child in the summer between her junior and senior year in nursing school. Her account told of how Stephanie Rhodes, a recent graduate of MCN, cared for her and helped her husband during the emergency cesarean birth of their son Cammeron. She told of Stephanie's high competency and her warm and reassuring manner. She thanked Stephanie for "caring for me and my family," and she said that her own commitment to nursing was strengthened by Stephanie's example. Jennifer's story represents the essence of the Candlelighting Ceremony.

From that first gathering, the Candlelighting Ceremony has become one of the most emotionally moving and most memorable traditions at MCN. Each year at the Ceremony, as the stories unfolded and the candles were lighted, tears welled up in the eyes of the participants.

### *An MCN Moment*

From that first gathering, the Candlelighting

Ceremony has become one of the most emotionally moving and most memorable traditions at MCN. Each year at the Ceremony, as the stories unfolded and the candles were lighted, tears welled up in the eyes of the participants. Students realized again the reasons why they were at MCN, and they felt deeply their dedication to nursing careers.



■ Candlelighting is one of the most emotionally moving and memorable traditions at MCN. The emotions are sometimes relieved by stories of humor and fun as well.



Students realized again the reasons why they were at MCN, and they felt deeply their dedication to nursing careers.

## Research Day

On January 28, 1986, Mennonite College of Nursing convened its "First Annual Research Day." The purpose of the occasion was to emphasize the role research and publication played in the increasing professionalization of nursing. It was noted that from the earlier role of nurse as a "doer," as one concerned with the practical aids for a patient, it now included theoret-

ical research and on-site clinical study wherever nursing is practiced.

Faculty members and students gave presentations on topics such as "Qualitative Research Methods," "The Role of the Nurse in Eating Disorders," and "Commonalities Among Teenage Mothers." Students also made poster presentations. Stressed throughout the day was the point that keeping up on the latest research can be an important means for nurses to become better health-care providers.

## Mennonite College of Nursing Honor Society

In the spring of 1987, Dr. Hogan, Dean of MCN, initiated the process of establishing an honor society at the College. Rachel Noe, Denise Williams, Mary McNamee,





and Sheila Scott formed a steering committee with themselves as faculty representatives and with these additional members: administration: Kathleen Hogan, Lucile Chambers Armstrong; students: Kim Mool, JoAnn Perry, Jayme Hasbargen; alumni: Karen Anderson, Elizabeth Gschwind, Lenora McCann, Curtis Fenton; community leaders: Donna Boyd, Ruth Oesch. The charge to the committee was to form a chapter of Sigma Theta Tau International Honor Society of Nursing.

At a May 16, 1987, meeting, Rachel Noe was named chairperson, and Sheila Scott, secretary and historian. At an August 28 meeting, the following were elected chairpersons of four committees: Kim Moo, Publicity; Lee Walker, Program; Donna Boyd, Treasurer; and Denise Williams, Eligibility. Bylaws, approved by the Steering Committee, listed five purposes for the Society: "to recognize superior achievement; to recognize development of leadership qualities; to foster high professional standards; to encourage creative work; to strengthen commitment to the ideals and purposes of the profession."

Planning for the first induction ceremony for the MCN Honor Society was coordinated by Lee Walker. It took place on May 15, 1988, at Illinois State University's Bone Student Center. Ninety-eight charter members were inducted. They were selected from undergraduate students, alumni, members from Sigma Theta Tau chapters, and community leaders. Anne Zimmerman, past president of the American Nurses Association, gave the keynote address. She introduced her theme, appropriate for the occasion, on the "Excellence in Nursing" by saying: "The essence of nursing is practice and the sterling of practice is excellence. Knowledge is the fundamental component of autonomy, accountability and power, all of which are undergirded by research, which generates new knowledge."

Held at the induction was the first election of officers:

President: Rachel A. Noe  
 President-elect: Mary McNamee  
 Vice President: Mary Dyck  
 Secretary: Mary Anne Kirchner  
 Treasurer: Donna Boyd  
 Counselors: Denise Williams; Cynthia Sullivan

The Society held annual induction ceremonies, in the spring from 1989-91 and in the fall from 1992. At the fall 1994 meeting, 25 were inducted, bringing the total inductees to 294. Regular business meetings were held throughout the years.

Scholarly programs were sponsored or co-sponsored by the Society, sometimes in conjunction with the

### An MCN Moment

Bylaws, approved by the Steering Committee, listed five purposes for the Society: "to recognize superior achievement; to recognize development of leadership qualities; to foster high professional standards; to encourage creative work; to strengthen commitment to the ideals and purposes of the profession."



■ Chartering the Honor Society



previously established Research Day. In 1990 the occasion for scholarly presentations became known as a Research Convocation. At these functions keynote addresses were given by the following people.

1988	Louise Shores
1989	Mary McNamee Sara Fry Vicki Lannie
1990	Ann Nolte Zaiga Kalnins
1991	Rebecca Shaw
1992	Eileen Fowles
1993	Judy Springer
1994	Deborah Finfgeld
1995	Donna Dworak

In the spring of 1995, prior to petitioning for a charter and to a required site visit, MCN completed a self-study determining that the College met the criteria for having a chapter of Sigma Theta Tau International Honor Society of Nursing, a Society founded in 1922 at Indiana University and dedicated to improving health care throughout the world.

Presidents of Mennonite College of Nursing Honor Society and their years of service are given below.

Rachel A. Noe: 1988-89
Val Thoman: 1989
Camille Little: 1989-90
Joyce Skelton Thorpe: 1990-91
Mary Peterson: 1991-92
Camille Little: 1992-93
Joyce Skelton Thorpe: 1993-94
Joyce Skelton Thorpe: 1994-95

## Founders Day

As part of the 10/75 Celebration, the committee initiated a Founders Day, with the intention that thereafter it become an annual event in a cultural series. For this "Diamond Jubilee" Founders Day on April 28, 1994, alumni, friends, faculty, administrators, staff, and students were invited to attend. Gail Lamb, chairperson of the 10/75 Committee, presided over the ceremony. The event received a good deal of publicity, and proclamations from Representative William Brady and Senator John Maitland were read by Stevie Joslin of the College Board of Trustees and by Mayor Jesse Smart from the Bloomington City Council.

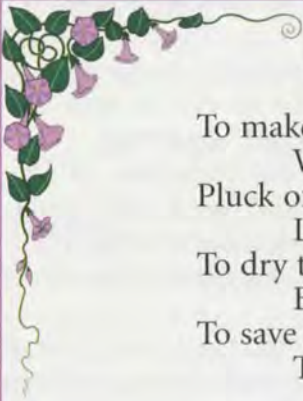
■ The pin for the 10/75 Celebration was worn for all events during the celebration year.





Remarks were offered by the following people:

Mary Ann Watkins, alumni representative  
Alisa Sorensen, student representative  
Mary Peterson, faculty representative  
Lena Maxwell, former Director of the School of Nursing  
Kathleen Hogan, President of MCN.

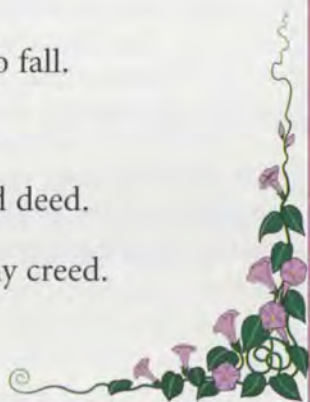


### *Lena Maxwell's Creed*

To make the pathway smooth  
Where other feet must tread.  
Pluck off the crown of thorns,  
Lay roses in their stead.  
To dry the falling tear,  
Bind up the wounds that bleed.  
To save my fellow man with joy,  
This is my creed.

To sing of love and peace,  
Lift up the ones who fall.  
To trust that God is wise,  
And ruleth over all.  
To do my best each day,  
Be kind in word and deed.  
Keep faith unto life's end,  
And hope--this is my creed.

*Author Unknown*



As a graduate of the School of Nursing in 1928, as Superintendent of the School and Director of Nurses in 1935-36 and from 1943-66, and as an active social volunteer and alumna, Lena Maxwell brought a special perspective to her narrated experiences. She took her listeners along on a journey down memory lane. From her first days as a student nurse in "striped dress, apron with bib, white shoes, hose, and cap" through her long career and her years as an alumna, she touched on some of the changes that occurred in the life of student nurses and in health care. It has always been, she emphasized, "the human touch in this world that counts." She saluted the College of Nursing, faculty, and students on the 10th anniversary of the BSN Program. For most people in the audience she was at that moment a symbol of the rich and vibrant tradition of Mennonite. The audience gave her a standing ovation in tribute to one of Mennonite's outstanding graduates.

In her remarks, President Hogan suggested that, like a diamond, MCN was a precious gem. She noted that



■ Speeches on Founder's Day, radio, and newspaper articles, and all College printed materials helped to make the celebration a long and successful one.

the Rev. Emanuel Troyer, other founders, and the leaders who followed regarded their work in nursing education and in serving people as the highest of callings. President Hogan drew some interesting contrasts in figures in the growth of Mennonite over the years. In 1920, she noted, "there were 11 students who paid \$25 to enter nurses training and \$13 for books. There were 35 library books available for students. Today we have 177 students. Annual tuition and fees for room and meals total \$9804. Books are estimated to cost \$600 a year....The library has nearly 6000 books and periodicals. Its research capabilities essentially make the entire world accessible to our students and faculty."

For the occasion, a choir, under the direction of Don Martin, Associate Pastor of the Mennonite Church of Normal, sang "The Gospel Mass" of Robert Ray. Members of the choir came from the MCN community and the Mennonite Church of Normal.

Throughout the day WJBC radio carried the story of this first Founders Day, and *The Pantagraph* ran an editorial under the headline: "Mennonite College of Nursing: An Asset to the Bloomington-Normal Community." The lead items of the summer issue of *The Flame* were devoted to the first Founders Day and to the 10/75 Celebration.

It was a Christmas card in 1992 that first announced the 10/75 Celebration; and it was a Christmas card in 1994 that brought to a close the festivities of what must have been one of the institution's longest and grandest celebrations.

 MENNONITE COLLEGE OF NURSING

1919-75-1994

*Celebrating A  
Tradition Of Excellence*



1983-1993

*10 years of Baccalaureate Education*





## Founders Day 1995

As seen above, the first Founders Day was held on April 28, 1994, as a "Diamond Jubilee" in conjunction with the 10/75 Celebration. Now established as an annual event, the Founders Day for 1995 was held on March 2. Featured on the program was a musical on the theme of hunger and poverty entitled "Lazarus." It was originally written by Joel Underwood for Bread-for-the-World, a Christian movement working to alleviate hunger in the world. This performance was sung by Harriet Harlow Larsen and accompanied by Lou Ann Rice, Oklahoma artists.

## Senior Honors Breakfast

### History

When President Hogan met with a representative group of the first graduating baccalaureate class, the decision was made to continue the tradition of the Senior Breakfast, which had been an annual affair of the School of Nursing. At the same time, they decided to add the pinning ceremony to the event. (Diploma students had received their pins at the graduation ceremonies.) When honors recognition was also added, the name of the event was changed to Senior Honors Breakfast.

The format for the Breakfast usually included the following activities, presided over by the faculty advisor to the senior class. The advisor gave an inspirational talk. President Hogan called attention to the special contributions of the graduating class. The Mennonite Nurses' Alumni Association president welcomed the graduates into the Association. The president of the junior class presented gifts to the seniors. In turn, the president of the senior class presented the class gift to the College. From 1985-95 the classes gave these gifts to the College:

1985	Cash gift held in escrow.
1986	Portable typewriter.
1987	Microwave oven. Presented plaque to President Hogan in establishing the Dr. Kathleen A. Hogan Teaching Excellence Award.
1988	College flame depicted in stained glass and framed.
1989	Gift to Baby Fold. Painting of Troyer Hall by Lois Rice, grandmother of Lisa Kingston, graduate of 1989.





## *In My Opinion*

*Mennonite offers a unique environment to learn and grow as a person. They offer state of the art facilities and a very knowledgeable faculty.*

**Christopher Francis  
Arbir  
Graduate, 1994**

■ Senior Honors  
breakfast, 1994.

- 1990 Red and white Banner with flame at top and "Mennonite College of Nursing - established 1919" below.
- 1991 Outdoor bench. Corner of Education Center. Inscription: "Today we prepare for our dreams of tomorrow."
- 1992 Watercolor titled "Garden" by Barb Burdett for library.
- 1993 Chiming wall clock for Troyer lounge.
- 1994 Money in MCN Annual Fund Account, earmarked for a College sign.
- 1995 Inspirational lithographs for classrooms on themes such as "Integrity," "Attitude," "Challenges."





Those receiving graduation honors were announced, and they were given honor cords to be worn on their academic robes at commencement. Academic honors were awarded to students who achieved the following cumulative grade point averages: 3.5 or higher for cum laude; 3.7 or higher for magna cum laude; 3.9 or higher for summa cum laude.

At the Breakfast in 1987, class president Beth Boeckman announced the establishment of the Dr. Kathleen A. Hogan Teaching Excellence Award and presented Dr. Hogan with a plaque. Thereafter, the senior class selected the recipient by secret ballot, and the winner was announced at the annual Honors Breakfast (See "Faculty" for a list of recipients.)

In 1994, the Breakfast was held for the first time in the new MCN Lecture Hall, festively decorated with balloons. A special celebrative touch was added. The students entered between two lines of applauding faculty and staff members.

Three awards, begun during the diploma years, were continued and announced as part of the Senior Honors Breakfast: the Alumni Award for Clinical Excellence, the Dr. Herman Tiedeman Memorial Award, and the MSNO Senior Leadership Award.

## **Awards**

### **Alumni Award for Clinical Excellence**

The Alumni Association established the Alumni Award for Clinical Excellence. Senior class members and faculty selected a senior student who best met these criteria: "1. demonstrates excellence in clinical nursing through application of knowledge, skills, and values consistent with the profession of nursing; 2. communicates effectively with patients, families, co-workers, and peers; 3. demonstrates sensitivity and caring in clinical practice consistent with Judeo-Christian beliefs; 4. demonstrates the ability to contribute to the improvement of clinical nursing practice in order to enhance the quality of patient care."

Recipients have been:

1985	Kathleen Boerckel
1986	Elizabeth Gschwind
1987	Michelle Sue Mueller
1988	Lori Kennel
1989	Lynn Brubaker
1990	Kelli Renee Koeneman
1991	Crystal Ann Broquard
1992	Jason Eric Harnacke
1993	Beth Elaine Rowden
1994	Faith M. Barrett
1995	Kevin Dale Hazard



## In My Opinion

*At MCN professors truly care. They are there as your mentors, your confidants and most of all, your friends. You're not a number here. They take true interest in your learning experiences and they are behind you all the way. My experience at MCN is wonderful. I had never dreamed I would have the experiences I have had or make the close friendships that I have made. I feel at home at MCN, and I know now that it's the best choice I could have ever made.*

**Jill Ozga**

**Ambassador 1992-93  
and 1993-94**

**Ambassador of the  
Year Recipient,  
1992-93**

**Dr. Herman Tiedeman  
Memorial  
Award, 1994**

■ **Kimberle Reeser, who received the Dr. Herman Tiedeman Award, 1988.**

## Dr. Herman Tiedeman Memorial Award

The Dr. Herman Tiedeman Memorial Award was established in 1979 by Mrs. Ruth Tiedeman in memory of her husband. Dr. Tiedeman, a Professor of Psychology and Director of the Computer Center at Illinois State University, was associated with Mennonite Hospital School of Nursing for twenty-two years, serving on the hospital advisory council, the School Board, and as a research consultant and psychology instructor. The financial award was given at the completion of graduation requirements. The faculty selected a student with a cumulative grade point average of 3.25 or above and who met the following criteria: "1. demonstrates concern and compassion in the delivery of care to patients, their families and in work relationships; 2. demonstrates the ability to think critically in the application of nursing knowledge; 3. improves patient care through the utilization of nursing research; 4. demonstrates leadership abilities necessary to promote the advancement of nursing and the well-being of society."

Recipients have been:

1985 Sally Hawkinson  
(diploma);

Curtis M. Fenton  
(BSN)

1986 Elizabeth I. Gschwind

1987 Michelle Mueller

1988 Kimberle G. Reeser

1989 LeAnn Thiele

1990 Judith Hendricks

1991 Crystal Broquard

1992 Jason Eric Harnacke

1993 Laura B. Doyle

1994 Jill Ann Ozga

1995 Susan Elaine Stark





### **MSNO Senior Leadership Award**

The MSNO Senior Leadership Award was given to a student active in student organizations who met these criteria: "1. demonstrates the ability to lead student peers in accomplishment of shared goals; 2. demonstrates effective interpersonal relationships with students, faculty, and staff; 3. demonstrates sensitivity to individual as well as group needs; 4. demonstrates commitment to the mission of Mennonite College of Nursing." Recipients were:

1986	Lisa E. Berti
1987	Cheryl Denise Boyer
1988	Elizabeth Ann Hohulin
1989	Pamela S. Brame
1990	Suzie Agnes Odom
1991	Jennifer Ann Edwards
1992	Theresa M. Warner
1993	Delma I. Backs
1994	Alisa Ann Sorensen
1995	Susan Elaine Stark



■ Theresa M. Warner,  
the 1992 recipient of the  
Senior Leadership Award.

### **Caring Individual Award**

The Caring Individual Award, established by the senior class in 1991, was first made in 1992. It honored the classmate who best exemplified these qualities: "understanding, compassion, helpfulness, a sense of humor and any other qualities that make this person a caring individual."

1992	Ross Greenburg; Sabrina Smith; Alice Terrell
1993	Jeanne Travener Elliott; Jeannie R. Sadrerafi
1994	Jill Ann Ozga
1995	Diane M. Flaherty; Elizabeth Anna Klopfenstein



## Pinning Ceremony

The Senior Honors Breakfast included many memorable activities, but the highlight of the occasion has always been the pinning ceremony. It is a particularly important ceremony, because it signifies the completion of the formal education requirement, and it heralds the students' eligibility for initiation into the profession of nursing and for making a commitment to serving those with health-care needs.

By the latter part of the 19th century and the early part of the 20th century, nursing institutions began to individualize their pins. Mennonite College of Nursing's pin, as its design developed over the years, is rich in meaning. The flame symbolizes the light of nursing knowledge. The colors, as previously noted, also have symbolic significance: gold, red, and white to serve with worthiness, courage, and purity of heart. The College motto on the pin, "For Love of God and Humanity" succinctly summarizes the College's mission, philosophy, and values with which the students have been imbued as they prepared for their careers of service as nurses.

Traditionally, the Dean of Academic Affairs reminded the students that the pin symbolized their commitment to service in the profession, to the values of MCN and to their loyalty to the College. The Dean then called out the name of each graduate. She/he came forward and President Hogan attached the pin, with the student's initials on the back, to the uniform.

■ The Pinning Ceremony with the motto "For Love of God and Humanity" symbolizes the student's commitment to service in the profession.





## Commencement

### Ceremony

The first baccalaureate class graduated on June 15, 1985. By that time the College had a full complement of faculty. Its program had been fine tuned to achieve an effective balance between the academic and clinical experience. It also was designed with the flexibility to meet the varied objectives of students and to allow them to develop their individual potential.

At that historical graduation, Dr. Nancy Creason, Associate Professor of Nursing, University of Illinois, gave the commencement address. As first graduates of the College, she told them, they were "standard bearers" and that meant they must be "risk-takers" and "pace-setters." She reminded them that in committing themselves to nursing, they were obliged to accept "the challenge of the universal themes of professionalism--a service commitment, ethical behavior, nursing expertise and nursing knowledge, higher education as your base, autonomy in setting standards of education and practice, and a spirit of collegiality." Of these she stressed the need to foster the "spirit of collegiality." This spirit, she stated, "is the absolute bottom line to the survival and growth of the nursing profession and the delivery of high quality nursing care on a consistent basis."

In the years immediately following, administrative officers, faculty, and students established the ceremonial routine, which remained essentially the same. Its compo-



■ Graduation, 1995





nents were: organ prelude, processional, invocation by someone selected by the class, special music, welcome by the chairperson of the College Board of Trustees and the senior class president, commencement speaker, conferring of degrees by the President of the College, recognition of honors, singing of the Alma Mater, recessional. The junior class president and vice president served as marshals. The commencements from 1985-88 were held in the Scottish Rite Temple, Bloomington, and from 1989-95, in the Eastview Christian Church, Bloomington.

### **Compilation of Graduates**

The first graduating class had 27 members. The following year the number of graduates more than doubled to 60. By 1995 a total of 673 students had received their Bachelor of Science in Nursing degrees. (From 1922-1985 the School of Nursing had 1227 graduates.) A year-by-year statistical list of graduates from the College of Nursing is given below.

Number of Graduates--1985-1995	
1985	27
1986	60
1987	71
1988	58
1989	52
1990	51
1991	60
1992	67
1993	74
1994	78
1995	75

### **Class Pictures (1985-1995)**

The class pictures of 1985-1995 are shown on the following eleven pages. The class motto is shown for each class beginning in 1991. The class color and flowers are shown for 1994 and 1995.





# MENNONITE COLLEGE OF NURSING CLASS OF 1985



Tanya Nadean Early



Renee M. Drust



Beth A. Conwell



Kathy A. Boerckel



Ron Bartlett



Dianne Ahlemeyer



Curits M. Fenton



Michelle A. Ganey



Jerry E. Glattfelt



Julia Hanson



Carol S. Hany



Donna Klawitter



Jan N. Klimas



Gerry Lynnae Lane



Cynthia Y. Lewis



Tracy L. Love



Diane Lynn Rodmer



Cynthia L. Ramp



Anna Rocconi



Robyn R. Rushford



Linda L. Schall



Wanda J. Sierens



Sandra M. Solberg



Paulena Thoms



Debra Ann Withers



Carol A. Zimmerman



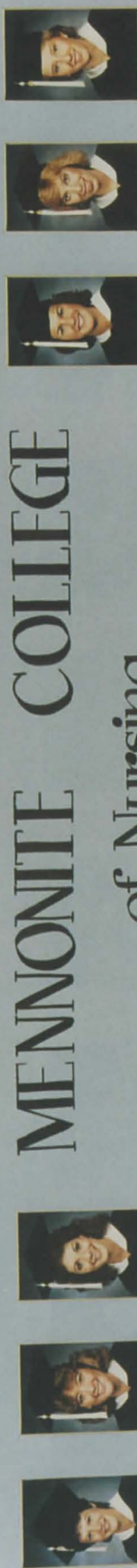


# Class of 1986

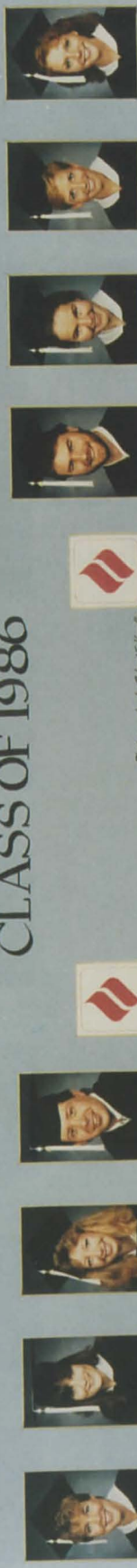


Kathleen Ackman Dawn Bennett Judith Bennett Janice Berglin Lea Berli Deb Bostwick Rose Brass Lynn Bullock Paula Butler

## MENNONITE COLLEGE of Nursing CLASS OF 1986



Sara Campbell Lisa Cooney Celeste Dandorhis Brenda Davis Duane Darity Gina Edwards



Anna Elvfield Sue Fidler Jon Gregory Elizabeth Gehring Wade Fikshagen Ellen Finkel



Photography by Robert E. Hovdey



Pat Fumplies Michelle Jackson Tammi Kallenberg Joe Kaul Marjorie Linder Lenora McCann Andrew Mowinger Laura Montross Doug Mossell Kay Moyement Vincent Noren Madeline Orsini



Debra Q Dell Janet McMiner Kristine Olson Beth Ringger Lisa Russell Leah Munn Shind



Kirk Smith Pam Stegeman Sandra Stewart Janet Sutton Mary Thopis Jan Weber Julie Welch Keaton Welch Diane Wells Renee A. Wilhelm Dixie Wilson

Class of 1982





Temple Felderson



Terry Jandani



James C. Anderson



Dee A. Aufspurger



Barbara E. Jacobs



Kim Johnson



Beth A. Foxworth



Cheryl Dwyer



Cynthia F. Jordan



Gene Chalko



James S. Gisco



Alan J. Clapp



David Davidowicz



Craig Devine



Barry Dorell



Virginia E. Doe



Andrea L. Hilsenrath



Alexandra S. Johnson



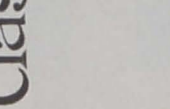
Anita Louise Frisco



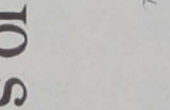
Teresa L. Giddens



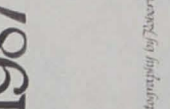
Photography by Robert E. Jandley



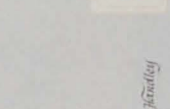
Kelly Gibson



Mary Anne Gitcher



Susan Gable



Sandra Hattaway



Joanne Holinski



Anna E. Hauer



Nappi O. Jankovic



Delores E. Johnson



Gayle Hughes



Terrianne Hefner



Elaine Johnson



Nancy Johnson



Mary Anne Johnson



Susan Johnson



Christa M. Radcliff



Judith Johnson



Susan Johnson



Susan Johnson



Susan Johnson



Susan Johnson



Susan Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson



David Johnson





# Class of 1988



Ron E. Anthony



Anie Baker



Daniel E. Bacher



Wendy Bardwell



Susan Cappellin



Roxanne Chamross



Vicki S. Clary



Holly E. Combs



Cathy DeHoney



Theresa Frank



Dana H. Gillan



Holly Groenewald



Joyce Hasbargen



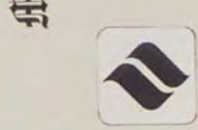
Debra S. Hawk



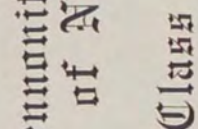
Elizabeth Hobbs



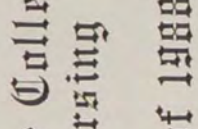
Sheri Jefferson



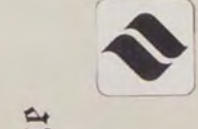
Julie Martin



Judy Matthews



Melinda Menhold



Judith Merrihew



Kevin Kneel



Kurt Kneel



Kristi Krause



Mary Kurefild



Margaret Lindell



Janet Madden



Tonga S. Mauns



Deanna Martin



Julie Martin



Judy Matthews



Melinda Menhold



Judith Merrihew



April Mikulowski



Kim M. Moul



Emily Numan



Ruth Oberlander



Elizabeth Olson



Janice Parker



JoAnn Perry



Melissa Peters



Karen Pfleiderer



Amy J. Rabe



Karen Rakers



Emily Raycraft



Kimberle Reiser



Sherita Rhine



Deborah Rhoad



Sheri Robinson



Janice Schapp



Daleen Smith



Kathryn Stillinger



Gail E. Shriver



Rene Spruells



Marlene Stewart



Shelby Swatland



Tanya Tarrant



Valerie Thomas



Vanessa Thomas



Mariene Watts



Lisa Zabris

## Mennonite College of Nursing



## Class of 1988

Not Pictured: Shari H. Miller, Erin Wright, Carolyn Young





# Mennonite College of Nursing

## Class of 1989



JENNIFER ANN JANSSEN



LORI JANSSEN



DANA JANSSEN



KELLY JANSSEN



AMY JOHNSON



EMILY JOHNSON



ANGELA JOHNSON



LEANN JOHNSON



DEBRA JOHNSON



PAMELA JOHNSON



TAMMY JOHNSON



AMY JOHNSON



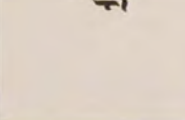
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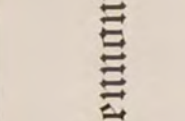
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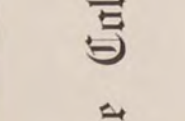
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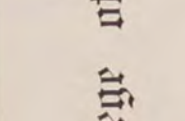
KELLY JOHNSON



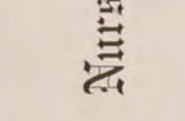
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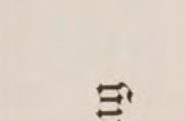
EMILY JOHNSON



ANGELA JOHNSON



LEANN JOHNSON



DEBRA JOHNSON



PAMELA JOHNSON



TAMMY JOHNSON



AMY JOHNSON



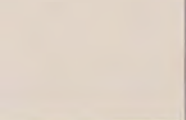
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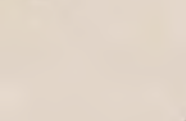
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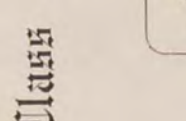
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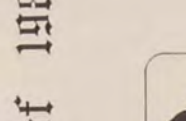
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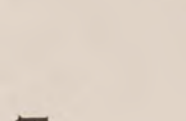
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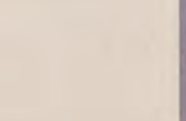
EMILY JOHNSON



ANGELA JOHNSON



LEANN JOHNSON



DEBRA JOHNSON



PAMELA JOHNSON



TAMMY JOHNSON



AMY JOHNSON



DEBRA JOHNSON



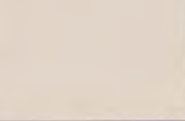
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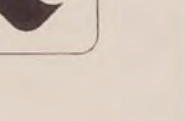
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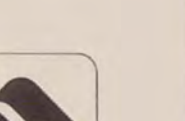
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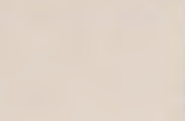
AMY JOHNSON



EMILY JOHNSON



ANGELA JOHNSON



LEANN JOHNSON



DEBRA JOHNSON



PAMELA JOHNSON



TAMMY JOHNSON



AMY JOHNSON



DEBRA JOHNSON



LORI JOHNSON



DANA JOHNSON



KELLY JOHNSON



AMY JOHNSON



EMILY JOHNSON



ANGELA JOHNSON



LEANN JOHNSON



DEBRA JOHNSON



PAMELA JOHNSON



TAMMY JOHNSON



AMY JOHNSON



DEBRA JOHNSON



LORI JOHNSON



DANA JOHNSON



KELLY JOHNSON



AMY JOHNSON



EMILY JOHNSON



ANGELA JOHNSON



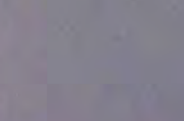
LEANN JOHNSON



DEBRA JOHNSON



PAMELA JOHNSON



TAMMY JOHNSON



AMY JOHNSON





Class of 1990

# Hennonite College of Nursing

## Class of 1990



MARY BETH DELUCA



SALLY JO DARR



ROBERTA MARIE CUTHBERT



PHYLLIS JOAN COULTER



ANNEM RAY BLASH



BETH RENEE RYAN



LOIS ANNETTE BANGERTER



DEBORAH LACOCCHIA ALLEN



LINDA ARPINO



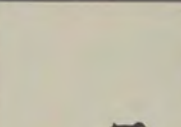
MARGARET JANKELANT



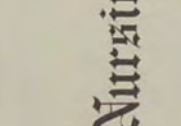
BONNIE JO FARNISH



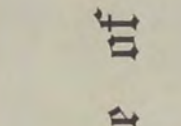
PATRICIA B. ELIAS



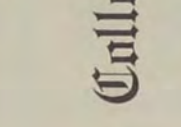
PAMELA L. MIDDLETON



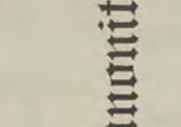
KAREN JANETTE GUTH



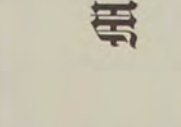
PEGGY SUE KNORLOCH



HEATHER ANN KNAPP



PAMELA KAY KLIER



JOLLETTE LEA KEPHROE



LEANNE VICTORIA JONES



DONNA MCGOWAN MCCASKEY



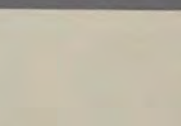
TINA JANE HARRELL



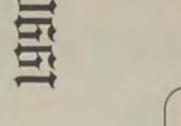
LAURA BETH RICHARDSON



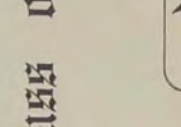
CINDY MICHELLE SHACKELFORD



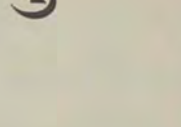
MARY JAYNE ZUPFELLI



CYNTHIA DARLENE WILLIAMS



TAMARA LYNETTE WIELAND



CHRISTINA MARIE WEST



MARY ELIZABETH WAYNER



DEBRA ANN WAZAREH



JACQUELINE MARIE TODDILL



CINDY MICHELLE SHACKELFORD



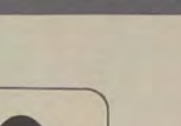
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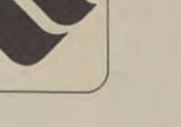
CYNTHIA DARLENE WILLIAMS



TAMARA LYNETTE WIELAND



CHRISTINA MARIE WEST



MARY ELIZABETH WAYNER



DEBRA ANN WAZAREH



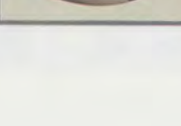
JACQUELINE MARIE TODDILL



CYNTHIA KAY STEWARD



TINA MARIE SMITH



DENISE SHOEMAKER





Menno  
College of Nursing  
Class of 1991



1991 Motto: "Today We Prepare for Our Dreams of Tomorrow"





## Class of 1992

### MENNONITE COLLEGE OF NURSING CLASS OF 1992



1992 Motto: "Love for What We Do Will Carry Us Through"





MENNONITE  
COLLEGE  
OF  
NURSING  
CLASS OF 1993



Jeanne Elliott



Robin Erickson



Laura Fuchs



Amy Gamm



Judy Chaudron



Kristin Livingston



Pamela Brinkley



Michele Brecht



Sheri Berke



Delana Danks



Becky Allen



Heidi Beitz



Amy Hanson



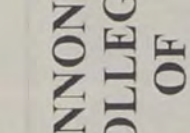
Theresa Griffin



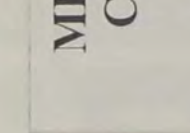
Sherry Guel



Lynn McWhorter



Teresa McCusker



Jennifer Lynch



Lisa Lewis



John Lamb



Sharon Kraft



Mary Karmisch



Tamara Randall



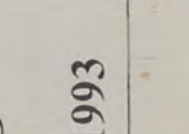
Kelsey Kellogg



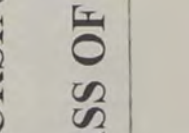
Renee Koser



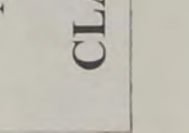
Fred Jankovich



Steve Mosheim Jr



David Hunsicker



Hanna Hunter



Michelle Hansen



Becky Huffman



Opal Hwang



Carla Plawko



Malinda Phillips



Tracy Netherton



Steve Mosheim Jr



Lynn McWhorter



Teresa McCusker



Jennifer Lynch



Lisa Lewis



John Lamb



Sharon Kraft



Mary Karmisch



Julie Schneider



Peter Scaff



Jeannette Schickel



Leah Hunsicker



Debrae Root



Darla Riedmann



Bonnie Rankin



Diana Parnowski



Rachel Presbury



Nicole Oswald



Michelle Parnowski



Amy Yelen



Jennifer Wilson



Terri Vancina



Tonya Trueland



Deborah Stahl



Linda Shumacher



Lynette Smith



Jacqueline Schrock

1993 Motto: "The Difference We Make Today Will Last a Lifetime"





## Class of 1994

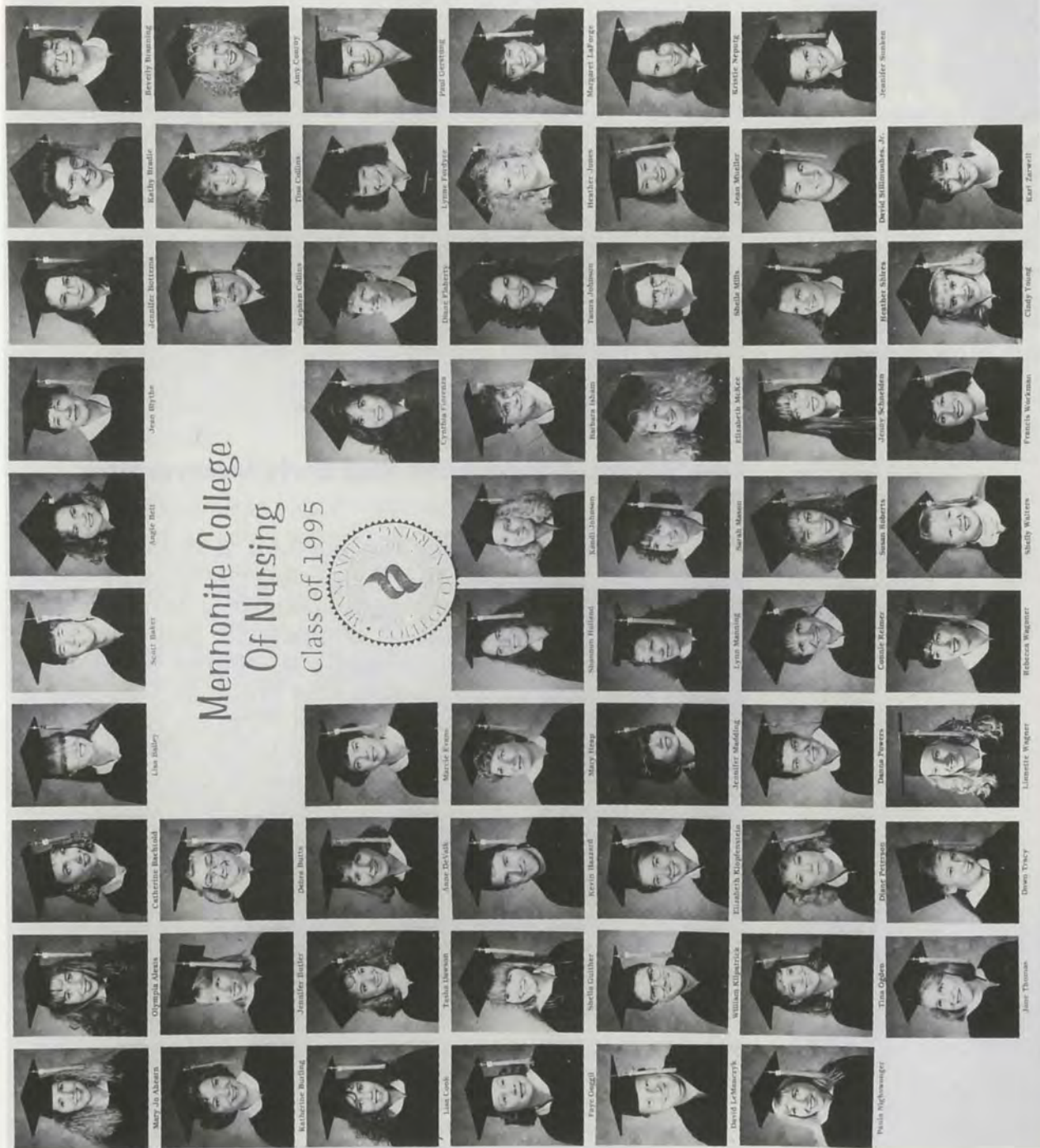
# Mennonite College of Nursing



## Class of 1994


1994 Motto: "We Cannot Be Separated in Interest or Divided in Purpose. We Stand Together Until the End." Color: Yellow. Flower: Yellow rose.





1995 Motto: "We Make a Living by What We Get--We Make a Life by What We Give" Color: Peach. Flower: Rose.



## Student Life and Services

An  
MCN  
Moment

Student Affairs affirmed a commitment to eight dimensions of student growth: intellectual, social, spiritual, emotional, familial, vocational, physical, and financial. In all areas of student affairs, the development of the student as a whole person was encouraged.

## Student Services

Beginning in 1983 as the Counseling Services Program, the student life and services area came under the administration of Student Affairs with Gail Lamb as Director. Student Affairs affirmed a commitment to eight dimensions of student growth: intellectual, social, spiritual, emotional, familial, vocational, physical, and financial. In all areas of student affairs, the development of the student as a whole person was encouraged. In addition to the major areas discussed below, Student Affairs also assumed responsibility for the Judicial Life Program, Residential Life Program, and the Student Healthcare Program, a program which stressed wellness education and the prevention of drug and alcohol abuse.

In 1992, Sara Campbell, a graduate of MCN class of 1986, joined the Student Affairs staff as part-time Coordinator for Student Development. Some of her major responsibilities included teaching the Professional Development I course, leading the Peer Support Person Program, and providing assistance through counseling for personal and academic concerns.

### Counseling, Advisement, and Early Intervention Programs

To facilitate student development, a number of programs were promoted. The Counseling Services Program provided individual and group counseling to assist students with personal and/or educational concerns. The counseling was confidential and was offered by Student Affairs as well as in conjunction with BroMenn Counseling Services. The Academic Advisement Program offered several modes of assistance: 1) assigned faculty advisors with whom students met on a regular basis; 2) provided Doing Well Workshops, which taught students how to improve test-taking skills, manage time, and manage stress; 3) provided more personal counseling through counselors in Student Affairs; and 4) facilitated the Early Intervention Program, which automatically placed students who failed any course in the first semester at MCN in a plan for receiving special assistance in applying effective improvement techniques during the following semester.

### Peer Support Person Program

Initially called the Peer Counseling Program, the Peer Support Person Program started in 1984. Since its inception, the Program has been under the supervision of Gail Lamb, Director of Student Affairs and Public Relations. Students were selected and trained in the spring and were assigned incoming students for the fall term.



■ Peer Support Persons



In general the philosophy and objectives for the Program have remained essentially the same over the years. As of March, 1994, the official statement of these read:

In support of the mission of Mennonite College of Nursing and the philosophy and objectives of the Student Affairs and Services Program, the Peer Support Person Program is provided to facilitate the orientation and adjustment of incoming students, as well as provide upperclass continuing student leaders as resource persons for new students.

Research on factors affecting student development suggests that one's peer group is the singularly most important environmental influence. Peer support persons are selectively chosen and trained to serve as knowledgeable, helpful upperclass leaders in five major areas: orientation, effective listening, referral, sensing the environment and crisis intervention.

In the handbook given each selected student, the typical peer support person is described as "a senior student who establishes a friendly, interested relationship with assigned junior students, and serves to assist with the integration of junior students into the College program and campus culture. The Peer Support Person listens to student concerns and assists with problems as the need arises. This student leader supports the Mission of the College of Nursing."

The handbook contains valuable resource material for the student. Guidelines and suggestions on interpersonal relationships are covered, as well as other aspects of the student's responsibilities.

Students in the Program have been involved in numerous events at the College, including Parents Day, Orientation and Re-entry activities, the fall picnic, parties for new juniors, and the Senior Honors Breakfast.

The Peer Support Persons Program has been regarded as extremely successful. Not only do the incoming students benefit from having knowledgeable, supportive senior students at hand, but the peer support persons themselves develop valuable leadership qualities.

### **Career Development and Placement Program**

The Career Development and Placement Program was developed by Student Affairs and then expanded over the years from 1983-95. It began by offering seniors career



### *In My Opinion*

*"The school is close to my hometown, which makes it convenient for me to attend. Throughout high school, I heard many positive remarks about MCN. Friends who had attended MCN really encouraged me to check it out. I took a tour as a junior in high school and I was very impressed. It's a small school, which makes it seem like everyone is close, especially the students to the faculty. I was also impressed with the emphasis on the clinical experience of the students, which is very important to me."*

**Heather Martin**  
**Graduate, 1995**





## In My Opinion

*Mennonite has a tough and rigorous program, but all the time, hard work, and dedication pay off in the clinical setting. You are so well prepared and confident in your abilities that everyone notices.*

**Sarah Mason**  
Graduate, 1994

■ **Troyer Residence Hall, an upper-class-on-campus living-learning environment.**


sessions that provided information about interview techniques, resumé writing, reality shock, nursing specialty areas, and graduate schools. The content originally given in these sessions later became part of a last semester course to ensure that all students were exposed to this much-needed professional orientation. Graduating students developed credential packets, which included an introductory cover data sheet, a personal biography sheet, a listing of courses taken in the lower- and upper-divisions, and three-to-five references. The Placement Program enabled students to construct one packet, which would be placed on file and sent, upon request by the student, to potential job placements, recruiters, and interviewers. Word came back to the College from recruiters in central Illinois that Mennonite graduates had well-prepared documents and that the graduates handled themselves in interviews in a very professional manner.

### Troyer Residence Hall

Students had the option of choosing their own housing arrangement: in apartments, at home, or in Troyer Residence Hall. The majority lived in apartments. For a limited number of students, Troyer offered an upper-class on-campus living-learning environment.

Built in 1945 and dedicated on May 12, 1946, Troyer Nurses' Home was a marked improvement over the various housing accommodations of earlier years, which tended to be extremely crowded and with inadequate facilities.

Initially, Troyer housed 75 students and also had a library, recreation room, lounge, chapel,



Mennonite  
College of  
Nursing



classrooms, and faculty offices. All students were required to live in Troyer: freshman on the third floor; juniors on the second; and seniors on the first.

As the years passed, the number of floors given over to student rooms was reduced from 3 to 2 to 1. Space demands had greatly increased because of the growth in administrative staff and faculty. (An accrediting agency strongly recommended private offices for faculty members.) In addition, more students were preferring to live off-campus. By mid-1995 Troyer could provide for 28 students.

Troyer Hall had to be rewired in the spring of 1989. An electronic monitor also had to be installed. Original wiring was not adequate or safe enough for modern electric needs. More electronic equipment was being used, and air conditioners were needed in offices and living quarters. Then, too, contemporary students regarded as essential a long-list of electricity-using items: refrigerators, stoves, washers, clothes dryers, stereos, vcr's, hair dryers, curling irons, and even popcorn poppers. Probably students of decades earlier would exclaim: "Students these days live in luxury." Students of earlier years would no doubt also remark on how few restrictions students now had, marveling at their independence and self-directed dorm living. Housemothers were gone. Visiting hours were extended until 11 p.m. Sunday through Thursday, and 1 a.m. Friday and Saturday.

Administrative responsibility for Troyer rested with the Director of Student Affairs. Paraprofessional Student Residence Advisors and Desk Assistants lived on the floor, conveniently available whenever needed. The students represented a self-governing body providing a voice in establishing Troyer Residence Hall policies. This body was affiliated with MSNO. Detailed information about living in Troyer was contained in a handbook titled *Upperclass Living at Troyer Hall*.

Marla Martin summarized what it meant to her to live in Troyer Hall.

The decision to live in Troyer Hall dorm was one that has truly enhanced my life. It is a wonderful setting for both studying and having fun. I have made my best friends here. We go through everything together and can't help but be close.

As residents, we do many fun things together. The monthly floor meetings usually consist of pizza or some other type of "good food" and lots of laughs. Each year we have secret birthday pals, secret Santas, Thanksgiving dinner, and door decorating contests. We also play tricks on each other to ease the tensions caused by studying.



## *In My Opinion*

*I tell prospective students about the close relationships among students and between students and faculty. I also explain what a great lab and library we have; I share my experiences of living in Troyer Hall.*

**Lorinda E. Port**  
Graduate 1994

■ Sharing in studying and fun, part of college life--available at MCN.





But living in Troyer Hall has also helped me to excel academically. Study groups formed with other residents, always having someone around to ask questions, and living one floor above the instructors' offices all made studying a little easier. It was also a real asset that we have two computers and a laser printer on our floor, and that we live across the street from the library.

As I said, living in Troyer Hall has been one of the best decisions that I have made, not only for my personal life, but also for my nursing career.

## **Mennonite Student Nurses Organization**

Administration and faculty of MCN have always stressed the importance of students being involved in a variety of activities at the College in order to enhance their educational experience. In recent years student involvement had increased dramatically. Gail Lamb, Director of Student Affairs and Public Relations, had supervisory responsibility for all formally sanctioned student program activities.

The Director was guided by the following approved statement of philosophy and objectives:

In support of the mission of Mennonite College of Nursing and the philosophy and objectives of the Student Affairs and Services Program, the student activities program is established to complement the academic program and enhance the overall educational experience of students through development of, exposure to, and participation in, social, cultural, community, recreational, and governance programs. The student activities program at Mennonite College of Nursing provides an environment in which students and student organizations are encouraged to develop programs that expand involvement with the campus community and society. Students are assisted in the development of institutional spirit through creative interactions with other students, staff, faculty, and members of the community. As well, students are assisted in the development of leadership through opportunities to practice leadership, decision-making, and group skills.

Serving as the umbrella organization, the Mennonite Student Nurses Organization had its origin during the years of the School of Nursing and was continued in the College with



### *In My Opinion*

*I would recommend MCN. I would tell prospective students they will have invaluable learning experiences and a great chance to get involved in school activities. I was accepted to other schools, but when I visited Mennonite, I really enjoyed the atmosphere. The school was warm and friendly, along with being very informational.*

**Janet Katherine  
Howard  
Graduate, 1994**



expanded services. It focused principally on coordinating activities of student groups and on disbursing monies to these groups. All degree students became voting members of the Organization. Associate non-voting memberships were held by the President of the College, the Director of Student Affairs and Public Relations, the faculty advisors, and the non-degree students. Purposes of the MSNO are given in the bylaws:

- ◆ To provide coordination among all student body groups at Mennonite College of Nursing;
- ◆ To provide the opportunity for participation in meetings and activities that contribute to his/her personal and professional development;
- ◆ To promote good citizenship of the individual by providing opportunities which encourage responsibility and leadership;
- ◆ To develop a closer bond and unified spirit among students and faculty on all levels through open communication lines;
- ◆ To provide a vehicle for input into the development, implementation, and evaluation of all aspects of the College program.

Because the MSNO was the central organization through which students got involved in College activities, the presidents of MSNO played key roles. Working closely with the MSNO and its presidents were the presidents of the senior class. Presidents of the MSNO and senior classes from 1984-85 to 1994-95 are given below.

Presidents		
Year	MSNO Presidents	Senior Presidents
1984-85	Curtis Fenton Ruth Luka	Kathy Boerckel
1985-86	Kay Moyemont	Jan Berglin
1986-87	Cheri Boyer	Beth Boeckmann
1987-88	Emily Raycraft	Lisa Zobrist
1988-89	Renee Stults	Melanie Reiter
1989-90	Suzie Odom	Donna Schweitzer
1990-91	Jennifer Edwards	Sharon Peterson
1991-92	Theresa Warner	Jennifer Mathews
1992-93	Terri Vancina	David Hans
1993-94	Alisa Sorensen	Chris Arbir
1994-95	Sue Stark	Debra Butts

The many sub-groups (committees) of the MSNO provided students the opportunities to get involved in special activities that contributed to their personal growth, thereby complementing the formal academic education



■ The front page of the Menno-Knight newspaper.



■ The annual yearbook, called *Ambitions*, is published by and for students.



and clinical experience. The MSNO *Guidebook* briefly gave the purposes of these groups.

**Menno-Knight Committee.** *Menno-Knight* is the name of the College newspaper. While a staff edited the paper, all students were encouraged to submit poems, artwork, research reports, and articles of interest to the College community.

**Transcultural Nursing Club.** The principal objective of the Club was to inform students and the community of the "universality of nursing." This was done "1) through formal presentations about cultures and nursing traditions...; 2) through hosting nurses and nursing students from other countries; and 3) through facilitating transcultural nursing experiences for current MCN students, alumni and community leaders."

**Yearbook Committee.** Students published an annual edition called *Ambitions*. They were involved in all aspects of the publication: photographing, designing, collecting data, writing copy, getting advertising. Capturing interesting people and events over the year and putting the book into production gave students valuable experience in initiative and cooperation.

**Faith and Life Committee.** This committee focused on experiences that led to spiritual growth. Non-denominational in practice, the Committee had members "explore Christian stewardship" through Bible study, singing, prayer, inspirational messages, and support groups. They participated in most of the major College special events.

**Community Service Committee.** Members planned annual blood drives in conjunction with the American Red Cross, offered blood pressure screenings, assisted at health fairs and other health-related activities such as the diabetes bike-a-thon and the multiple sclerosis bowl-a-thon.

**Fitness Club.** The club's motto was "fitness and fun." Members not only promoted a healthy lifestyle through exercise but they also encouraged attending sporting

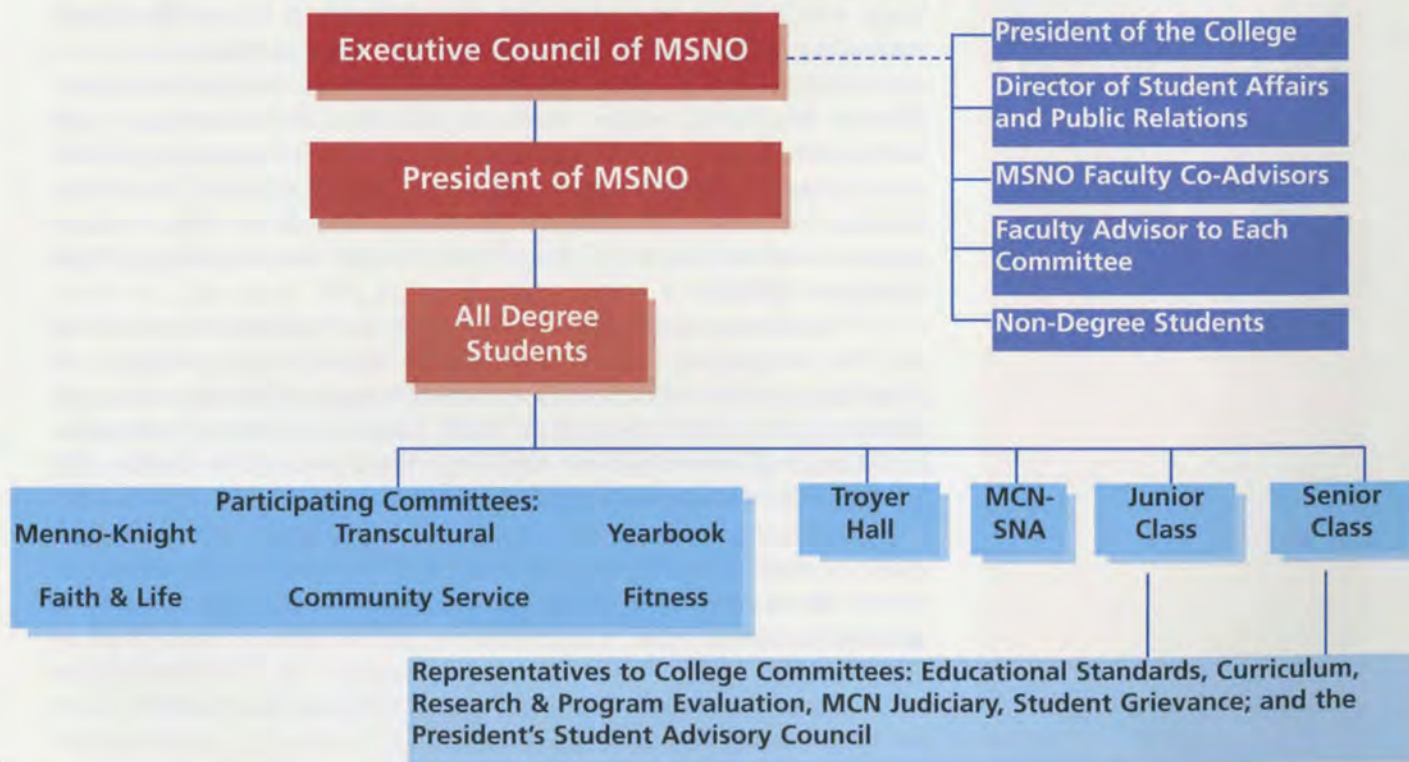


events. They arranged for body-fat analysis and health information sessions. The Club actively supported National Collegiate Alcohol and Drug Awareness Weeks twice a year.

**Junior and Senior Class Organizations.** The regular meetings provided information and a forum to discuss what was happening on campus. A student from each class was selected to serve as representative to MSNO, to the Transcultural Advisory Committee, and to serve on the following College committees: Educational Standards, Curriculum, Research and Program Evaluation, and the President's Student Advisory Council. In addition, students were elected to the MCN Judiciary and the Student Grievance Committees.

**MCN Student Nurses Association.** The SNA is affiliated with MSNO and is a chapter of the Student Nurses Association of Illinois. It sent representatives to state and national conventions and transmitted information to MCN students from the state and national Student Nurses Association on topics that helped prepare students for entering the nursing profession.

## MENNONITE STUDENT NURSES ORGANIZATION ORGANIZATIONAL STRUCTURE



### Legend:

- Associate Members
- Direct Relationships



# Mennonite Nurses' Alumni Association

An  
MCN  
Moment

In April,  
1984, the  
Alumni  
Association changed

its name from the Mennonite Hospital School of Nursing Alumni Association to the Mennonite Nurses' Alumni Association. The change was appropriate in order to accommodate both the graduates of the School of Nursing and the graduates of the College....

In 1985, Dorothy DeVore, a 1954 graduate, was named Director of Alumni Affairs.

## Historical Evolution: 1983-1995

In April, 1984, the Alumni Association changed its name from the Mennonite Hospital School of Nursing Alumni Association to the Mennonite Nurses' Alumni Association. The change was appropriate in order to accommodate both the graduates of the School of Nursing and the graduates of the College.

Serving as volunteers in the Alumni Office from the time it was established in 1982, Lois Philpott (Baker) and Dorothy DeVore were given the title of Alumni Office coordinators in 1983. In the fall of 1984, with the anticipated increase in the number of alumni and the increase in sponsored activities, two alumni office assistants were added to the staff of volunteer coordinators. In 1985, Dorothy DeVore, a 1954 graduate, was named Director of Alumni Affairs. As the key liaison person between the College and the alumni, DeVore assumed numerous responsibilities, apart from directing general activities: heading The Alumni Scholarship Fund Campaign, serving as assistant editor of *The Flame*, staffing the Alumni Office, and developing and expanding the functions of the Office. (See "Publications" in "Marks of College Identity" for information on the first edition of *The Flame*.)

In 1986 the volunteer positions of Alumni Office coordinator and Alumni Office assistants were discontinued. DeVore established a list of alumni who would volunteer when help was needed: in preparing large mailings, assisting with activities for students, and as callers during the annual phonathon to raise funds for student scholarships. Students who received alumni scholarships also were volunteer callers during a four-day phonathon. Over four years (1991-1995), an average of 35 alumni and students volunteered 130 hours annually. Volunteers have always served an important role in the functioning of the Alumni Office.

In the years 1985-95, numerous changes were made in the structure of the Alumni Association Board of Directors. Added to the Board were a president-elect, student representatives from each class, a faculty/administration representative, and a representative from the Mennonite Student Nurse Association. In 1992, the Board of Directors changed its name to Administrative Board, and in 1994, a major revision of the by-laws took place.

In keeping with tradition, the Alumni Association annually sponsored homecoming. The event was held in April until 1992, when it was changed to October. Most activities had been held off-campus, but from 1993 they were held on the College campus.

Activities of the day were often developed around nursing themes, such as, "A Time of Change" (1984), "Honoring the Past--Welcoming the Future" (1985),



"Traditions" (1990). Sometimes the themes were part of special occasions, as was the case for the 10/75 Celebration in 1993 and 1994. In 1993, alumni who had served in the U.S. Cadet Nursing Corps were honored on the occasion of its 50th anniversary.

Most homecomings followed a similar pattern: a hospitality reception, an annual business meeting, tours of the College, and a luncheon and program. The program usually included a state-of-the-College address by the president; special recognition of alumni in reunion classes 70, 60, 50, 40, 25, 10; presentation of the Distinguished Alumni Award; a guest speaker and/or entertainment. Homecoming at MCN, as for homecomings everywhere, was a time to reminisce with classmates and friends about days gone by. It was also a time to learn what the College was like at present. And it was a time to share in the vision of what the College would become.

As the years passed in the '80s and '90s, the Association still emphasized homecoming as a major event, but it widened the scope of its activities, many involving current students. Among these were a welcome-back all-school picnic in the fall, a hospitality center during finals week, and an Alumni/Student Advocacy Program in which an alumna/alumnus served as mentor to a senior student. The First Alumni Connection dinner (April, 1994) was held to honor graduating seniors and to orient students more broadly to the functions of the Association.

A significant purpose of the MCN Alumni Association has always been to assist in meeting the financial needs of the College. With accreditations of the College came eligibility to receive matching corporate funds. Another purpose that became of increasing importance was to assist students financially, so an Alumni Scholarship Fund was established. For the academic term 1982-83, the first two scholarships were awarded to diploma students. The number of scholarships increased to 39 in 1993-94, the largest one-year total. Students in the Transcultural Program became eligible for scholarships in 1990-91. In October, 1991, the College in conjunction with the Alumni Association sponsored the First Recognition Dinner to honor those contributing regularly to the Alumni Scholarship Fund. In 1992, the Annual Scholarship Fund became the Annual Alumni Appeal. Contributors were given the option of earmarking their gifts for any of three areas: scholarship fund, endowment fund, annual operational fund.

The growth of responsibilities and activities of the Mennonite Nurses' Alumni Association from 1985-95 reflected the increasingly vital role played by alumni members and current students in the functions and financial support of the College.



A significant purpose of the MCN Alumni

Association has always been to assist in meeting the financial needs of the College.



## Officers of the Mennonite Nurses' Alumni Association Board of Directors

Year of graduation is in parentheses.

### Director of Alumni Affairs, 1985-95: Dorothy DeVore ('54)

1983-85	Ruth Oesch ('61), President Shelly Richards ('77), Vice President Pauline Sohn ('74), Secretary Patricia Klopfenstein ('79), Treasurer
1985-86	Ruth Oesch ('61), President Nancy O'Neill ('62), Vice President Mary Scott ('56), President Elect Jayme Thompson ('83), Secretary Linda Wade ('77, '89), Treasurer
1986-87	Mary Scott ('56), President Nancy O'Neill ('62), Vice President LuAnn Ploense ('74), President Elect Jayme Thompson ('83), Secretary Ruth Rudolph ('50), Treasurer
1987-88	LuAnn Ploense ('74), President Judy Springer ('79, '87), Vice President Nachelle Richard ('77), President Elect Joan Oglesby ('52), Secretary Mary Scott ('56), Treasurer
1988-89	Nachelle Richard ('77), President Nancy O'Neill ('62), Vice President Judy Springer ('79, '87), President Elect Joan Oglesby ('52), Secretary Mary Scott ('56), Treasurer
1989-90	Judy Springer ('79, '87), President Laura Cisco ('81, '87), Vice President LuAnn Ploense ('74), President Elect Ann Hamer ('87), Secretary Mary Scott ('56), Treasurer
1990-91	LuAnn Ploense ('74), President Laura Cisco ('81, '87), Vice President Diane Shepard ('82), President Elect Ann Hamer ('87), Secretary Mary Scott ('56), Treasurer
1991-92	Diane Shepard ('82), President Douglas Brown ('81), Vice President Alice Deavers ('52), President Elect



1991-92 (cont.)	Kathleen Kilmartin ('83), Secretary Mary Scott ('56), Treasurer
1992-93	Alice Deavers ('52), President Douglas Brown ('81), Vice President Linda Wade ('77, '89), President Elect Kathleen Kilmartin ('83), Secretary Linda Johnson ('72, '91), Treasurer
1993-94	Linda Wade ('77, '89), President Janet Patterson ('85), Vice President Douglas Brown ('81), President Elect Phyllis Coulter ('90), Secretary Linda Johnson ('72, '91), Treasurer
1994-95	Douglas Brown ('81), President Pamela Rice ('79, '89), Vice President Linda Wade ('77, '89), President Elect Amber Blaser ('90), Secretary Linda Johnson ('72, '91), Treasurer

## **Distinguished Alumni Award**

A Distinguished Alumni Award has been given yearly since 1981 at the Homecoming Celebration. (Prior to 1984 it was known as the Outstanding Alumni Award.) Nominees are recommended to the Alumni Administrative Board. According to the formal citation, the award is given to the individual "who has demonstrated a dedication to the nursing profession, demonstrated leadership ability, shown outstanding professionalism, promoted and elevated the general nursing image, and shown evidence of being held in high regard by peers and the community."

A list of recipients from 1981-95 follows, with year of graduation in parentheses.

1981	Elva Carr ('22)
1982	Elaine Reynolds ('38)
1983	Lena Maxwell ('28)
1984	Lois Philpott ('40)
1985	Lena Graber ('35)
1986	Ruth Oesch ('61)
1987	Dorothy DeVore ('54)
1988	Rebecca Sutter ('68)
1989	Ann Kropf Ropp ('31)
1990	Shelly Richard ('77)
1991	Jane Armer ('76)
1992	Beverly Grimes ('60)
1993	Karen Ahijevych ('67)
1994	Florence Simonson ('34)
1995	Mark Pelletier ('81)



■ Selected Distinguished Alumni Awards Recipients



■ 1988 Rebecca Sutter ('68)

■ 1991 Jane Armer ('76)



■ 1995 Mark Pelletier ('81)



## Faculty

With the advent of the baccalaureate program, the formal educational background required for all faculty was a master's degree in the assigned teaching specialty. The College did undertake to recruit doctorally-prepared faculty, but very few were available. As a matter of policy, the College encouraged faculty development. Any current faculty member wanting to pursue a doctorate could have adjustments made in his/her assigned courses and/or schedule and could obtain financial assistance. In addition, faculty were given opportunities to enhance their professional knowledge and competencies by attending conferences on topics such as research, curriculum, teaching/learning, and faculty and student policies.

The full-time faculty remained fairly stable in the early years of the BSN program, but in the latter years covered by this history, many more part-time faculty were hired. This allowed for greater program and budget flexibility and freed full-time members to engage in faculty development activities. Overall, as the years advanced, a noticeable increase occurred in the number of faculty members with doctorates, in scholarly research, in papers presented at conferences, and in the number of publications.

### Faculty Members (1983-1995)

MCN faculty members from 1983-95 are alphabetically listed below. The title is for the last year of teaching at MCN or as of 1995.

## Faculty, Staff, and Administrators



### In My Opinion

MCN's greatest attribute is the faculty. I really like the one-on-one basis. I enjoy being called by name and not just a Social Security number.

Lisa Ann Froelich  
Graduate, 1994

### Faculty Members (1983-1995)

Name	Title	Year(s)
Astroth, Kim, M.S., R.N.	Clinical Instructor in Medical-Surgical Nursing	1992-
Brakeville (Stein), Sue L., M.S.N., R.N.	Assistant Professor of Medical-Surgical Nursing	1990-
Broadfield, Ranita S., M.S., R.N.	Instructor in Maternal-Child Nursing	1993-
Bunting, Sheila, M.S., R.N.	Instructor in Community Health Nursing	1985-87
Campbell, Sara, M.S., R.N.	Lecturer/Coordinator for Student Development	1992-
Case, Linda, M.S.	Lecturer in Pet Facilitated Therapy	1987-92
Charleston, Ann, M.S.N., R.N.	Instructor in Community Health Nursing	1986-87
Cranston, Mary V., M.S., R.N.	Clinical Instructor in Gerontological Nursing	1994-95
Crumpler, Robert P., D.Min.	Lecturer in Cultural Diversity	1988-95
DeBolt, Kayla S., M.S., R.N.	Clinical Instructor in Medical-Surgical Nursing	1994-95
Dolan, M. Gay, M.S.N., R.N.	Assistant Professor of Community Health Nursing	MHSN 1972-1983; MCN 1984-



### Faculty Members (1983-1995) continued

Name	Title	Year(s)
Dyck, Mary, M.S.N., R.N.	Instructor in Medical-Surgical Nursing	1985-89
Fenton, Joan, M.S.N., R.N.	Assistant Professor of Maternal-Child Nursing	1986-87
Fowles, Eileen, M.S.N., R.N.	Assistant Professor of Maternal-Child Nursing	1988-93
Hamilton, Jamie L., M.S.N., R.N., C.S.	Clinical Instructor in Mental Health Nursing	1991; 1994
Hawkinson, Sally, M.S., R.N.	Lecturer	1993-94
Hundley, Jamie L., M.S.N., R.N., C.S.	Clinical Instructor in Mental Health Nursing	1991
Ingalsbe, Karrie S., M.S.N., R.N.	Lecturer/Clinical Instructor in Maternal-Child Nursing	1989-
Jacobs, Peggy J., M.S., R.N.C., Nurse Midwife	Lecturer/Clinical Instructor in Maternal-Child Nursing	1992-
Kaesberg, Catherine, M.S.N., R.N., C.N.S.	Instructor in Medical-Surgical Nursing	1988-
Kaufman, Susan, M.S., R.N.	Lecturer/Clinical Instructor in Maternal-Child Nursing	1994-
Kennell, Lynn, M.S., R.N.	Lecturer/Clinical Instructor in Maternal-Child Nursing	MHSN 1979-1984; MCN 1987-
Kirchner, Mary Anne, M.S., R.N.	Clinical Instructor in Medical-Surgical Nursing	1993-
Knollenberg, Janice K., M.S., R.N.	Lecturer/Clinical Instructor in Community Health Nursing	1993-
Koglin, Elizabeth M., M.S., R.N.	Instructor in Medical-Surgical Nursing	1989-92
Koppenhoefer, Laura, M.S., R.N.	Clinical Instructor in Maternal-Child Nursing	1990-91
Kossman, Susan, M.S.N., R.N.	Instructor in Medical-Surgical Nursing	1993-
Lamb, Gail A., M.A., N.C.C.	Assistant Professor of Human Relations	MHSN 1978-1984; MCN 1983-
Larson, Jean, M.S., R.N.	Instructor in Community Health Nursing	1991-92
Lindsey, Pam, M.S., R.N.	Lecturer/Clinical Instructor in Mental Health Nursing	1994-
Little, Camille, M.S., R.N., C.S.	Instructor in Medical-Surgical Nursing	1986-
McEnery-Gocke, Marita, M.S., M.S.N., R.N.	Clinical Instructor in Medical-Surgical Nursing	1991-93
McNamee, Mary J., M.S.N., R.N.	Assistant Professor of Medical-Surgical Nursing	1984-89
Moe, Cathy Smith, M.S., R.N.	Clinical Instructor in Medical-Surgical Nursing	1991-93
Mueller, Constance, M.S.	Lecturer in Nutrition	1985-86



## Faculty Members (1983-1995) continued

Name	Title	Year(s)
Nnakwe, Nweze E., Ph.D.	Visiting Associate Professor of Nutrition	1990-
Noe, Rachel A., M.S., R.N.	Assistant Professor of Mental Health Nursing	MHSN 1976-1982; MCN 1983-1994-
Olson, Barbara McLaughlin, M.S., R.N.	Clinical Instructor in Medical-Surgical Nursing	
Pachis, Karen, M.S.N., R.N.	Assistant Professor of Community Health Nursing	MHSN 1981-1983; MCN 1984-1986-
Peterson, Mary Jean, M.A., R.N., C.S.	Assistant Professor of Medical-Surgical Nursing	
Roth, Carolyn, M.S., R.N., C.C.R.N.	Clinical Instructor	1989; 1991-
Scholz (Cotton), JoAn, M.S., R.N.	Instructor in Maternal-Child Nursing	1984-88
Scott, Sheila, M.S.N., R.N.	Instructor in Medical-Surgical Nursing	MHSN 1979-85; MCN 1985-88
Springer, Judy, M.S., R.N.	Clinical Instructor	1993
Sullivan, Cynthia H., M.S.N., R.N.	Assistant Professor of Mental Health Nursing	MHSN 1983-85; MCN 1985-
Sutter, Rebecca, M.N., R.N., C.N.S.	Associate Professor of Medical-Surgical Nursing	MHSN 1972-76; MCN 1983-89
Swanland, Susan L., M.S., R.N.	Assistant Professor of Medical-Surgical Nursing	1989-1995
Tcheng, Donna, M.S., R.N.	Assistant Professor in Maternal-Child Nursing	MHSN 1975-83; MCN 1984-86
Thorpe, Joyce Skelton, M.S.N. R.N.	Instructor in Community Health Nursing	MHSN 1977-83; MCN 1984-
Walker, Lee, M.S., R.N.	Instructor in Mental Health Nursing	MHSN 1978-83; MCN 1985-86
Walpole, Barbara R., Ed.D., R.N.	Associate Professor of Medical-Surgical Nursing	1994-
Wilson, Denise Williams, M.S., Ph.D., R.N.	Associate Professor of Medical-Surgical Nursing	MHSN 1980-82; MCN 1984-
Woith, Wendy, M.S., R.N.	Clinical Instructor in Medical-Surgical Nursing	1991-92



■ Faculty members  
at work...



...and one student putting  
their teaching into practice.



## Key Committees and Chairpersons

The faculty carried out the mission of Mennonite College of Nursing through the College Assembly, which was responsible for establishing and evaluating policies and procedures relative to faculty, academic, and student affairs. The faculty functioned through four standing committees: Educational Standards, Curriculum, Research and Program Evaluation, and Faculty Development and Evaluation. Effective operation of the College relied on the deliberations and recommendations of these committees under the leadership of their chairpersons. Listed below are the chairpersons for each committee for the academic years 1983-84 through 1994-95.

### Key Committees

Year	Name	Committee
1983-84	Donna Tcheng	Educational Standards
	Rebecca Sutter	Curriculum
	Lucile Armstrong	Research and Program Evaluation
	Jane Shoot	Faculty Development and Evaluation
1984-85	Gay Dolan	Educational Standards
	Rebecca Sutter	Curriculum
	Lucile Armstrong	Research and Program Evaluation
	Joyce Skelton	Faculty Development and Evaluation
1985-86	Gay Dolan	Educational Standards
	Rebecca Sutter	Curriculum
	Denise Williams	Research and Program Evaluation
	Joyce Skelton	Faculty Development and Evaluation
1986-87	Gay Dolan	Educational Standards
	Karen Pachis	Curriculum
	Denise Williams	Research and Program Evaluation
	Mary McNamee	Faculty Development and Evaluation
1987-88	Gay Dolan	Educational Standards
	Karen Pachis	Curriculum
	Denise Williams	Research and Program Evaluation
	Sheila Scott	Faculty Development and Evaluation
1988-89	Joyce Skelton	Educational Standards
	Mary Jean Peterson	Curriculum
	Camille Little	Research and Program Evaluation
	Rebecca Sutter	Faculty Development and Evaluation
1989-90	Joyce Skelton	Educational Standards
	Mary Peterson	Curriculum
	Camille Little	Research and Program Evaluation
	Catherine Kaesberg	Faculty Development and Evaluation
1990-91	Karen Pachis	Educational Standards
	Mary Peterson	Curriculum
	Gay Dolan	Research and Program Evaluation
	Catherine Kaesberg	Faculty Development and Evaluation
1991-92	Karen Pachis	Educational Standards
	Cynthia Sullivan	Curriculum
	Gay Dolan	Research and Program Evaluation
	Catherine Kaesberg	Faculty Development and Evaluation



## Key Committees (continued)

Year	Name	Committee
1992-93	Karen Pachis	Educational Standards
	Cynthia Sullivan	Curriculum
	Eileen Fowles	Research and Program Evaluation
	Susan Swanlund	Faculty Development and Evaluation
1993-94	Mary Peterson	Educational Standards
	Gay Dolan	Curriculum
	Camille Little	Research and Program Evaluation
	Susan Swanlund	Faculty Development and Evaluation
1994-95	Mary Peterson	Educational Standards
	Gay Dolan	Curriculum
	Camille Little	Research and Program Evaluation
	Sue Stein	Faculty Development and Evaluation

### The Dr. Kathleen A. Hogan Teaching Excellence Award

At the Senior Honors Breakfast on June 12, Beth Boeckman, president of the class of 1987, announced the establishment of the Dr. Kathleen Hogan Teaching Excellence Award. A plaque, given to Dean Hogan to commemorate the occasion, states that the award is intended "to recognize your outstanding dedication and commitment to excellence in nursing education. Your high expectations are a motivating force and inspiration to the faculty and students of Mennonite College of Nursing and serve as a guideline for teaching excellence."

The award criteria stipulates that the recipient "1.) demonstrates participation in and contribution to research and scholarly activities for the advancement of

■ A plaque is hung at MCN that lists the recipients of the Dr. Kathleen A. Hogan Teaching Excellence Award.





the profession of nursing; 2.) demonstrates an attitude that motivates students to mature intellectually, personally, and professionally; 3.) demonstrates teaching-learning principles in a manner that encourages openness, trust, and sensitivity to individual as well as group needs."

Each year the recipient of the award was announced at the Senior Honors Breakfast. The faculty member spoke at commencement and fall convocation. A list of recipients follows:

1987: Rebecca Sutter  
1988: Denise Williams  
1989: Rebecca Sutter  
1990: Catherine Kaesberg  
1991: Lynn Kennell  
1992: Catherine Kaesberg  
1993: Catherine Kaesberg  
1994: Susan Swanlund  
1995: Susan Kossman

### **Staff (1983-1995)**

From a staff of three people assisting in several administrative offices at the outset of the baccalaureate program, by 1995 the number had increased to fifteen. The increase in staff was necessitated by an increase in the number of students and new programs. Also came a need for specialists in certain areas, such as admissions and records. Computer competency became a requirement for all staff in recent years.

It has always been the aim of the administrators to employ people who were committed to the College's objectives as expressed in the Mission, Philosophy, and Values statements. They looked for staff members who were "people oriented" with positive personal and professional attitudes. At the same time, the College prided itself on being sensitive to the personal needs of those employed. As changes occurred in their lives, administrators tried to make adjustments to allow for continued efficient and satisfying service.

The following staff people, listed alphabetically, served in the years of this history.



■ Marian Brown has served on the MHSN and MCN staff since October 15, 1981.



policies, facilities, student services, and marketing in the years following 1985. By the mid-1990's, the baccalaureate program was well established. The College was now on the threshold of moving into the next major stage of development.

### **Past Administrators (Title as of last year of service)**

Armstrong, Lucile C., M.S.N., R.N., C.R.R.N., Assistant Dean, 1984-88

Kalnins, Zaiga G., Ed.D., R.N., Director of Academic Affairs, 1989-90

Klofas, Mary Beth, M.S., Assistant Director of Health Sciences Library, 1985-89; (Acting Director, Jan.-Aug., 1988)

Mitchell, Deborrah, M.S.N., Assistant Dean, 1983-84

Stroyan, Sue, Ph.D., Director of Health Sciences Library, 1983-88

Walker, B. Lee, M.S., R.N., Director of Research and Institutional Advancement, 1983-89

The key administrative offices as of mid-1995 are given below. Following the official position summary is a brief vita of the administrator.

### **Administrators as of Mid-1995**

#### **President**

Kathleen A. Hogan, B.S.N., M.S., M.S.N., Ed.D., R.N., MHSN 1969-85, MCN 1982-

As the chief executive officer, the President articulates a vision for the College which directs the development, implementation and evaluation of the long-range strategic plan. As such the President provides the overall administrative leadership within a system of shared governance for the development, implementation and evaluation of new policies, programs, and services in keeping with the mission of the College.

Dr. Hogan began her career in nursing education in 1969 as an Instructor in Pediatric Nursing at Mennonite Hospital School of Nursing. She assumed progressive leadership roles at Mennonite, including Course Chair and Director of the School of Nursing. She was the founding Dean, Associate Professor of Nursing, and Chief Operating Officer of Mennonite College of Nursing, subsequently becoming Vice President and Chief Executive Officer and, finally, Professor of Nursing and President.



■ Kathleen A. Hogan,  
President



Dr. Hogan has been a national nursing leader, frequently serving as a consultant in nursing education and as an evaluator of nursing programs seeking accreditation from the National League for Nursing. She has directed nine institutional studies to achieve various accreditations and state approvals necessary for baccalaureate and graduate programs in nursing; and she has assisted 16 diploma schools of nursing with the transition to degree-granting institutions.

Dr. Hogan has published several scholarly works which focus on issues relevant to the accreditation processes and on maternal-child nursing. She has been serving as a reviewer of manuscripts for the *Journal of Nursing Education*. She has given numerous presentations for a variety of professional organizations and civic groups. Dr. Hogan served as a keynote speaker at several collegiate events and conducted faculty development workshops at colleges of nursing. She has had more than 13 grants funded for academic program development and facility improvements at Mennonite College of Nursing.

In the community, Dr. Hogan has assumed a variety of roles, such as board member for the McLean County Health Department, Community Health Care Clinic, and the Margaret Esposito Scholarship. Among her honors is the YWCA Woman of Distinction Award for McLean County. Dr. Hogan is a charter member of Xi Pi Chapter of Sigma Theta Tau International Honor Society of Nursing.

### **Dean of Academic Affairs**

Denise Williams Wilson, B.S.N., M.S., Ph.D., R.N.,  
MHSN 1980-82, MCN 1984-



■ Denise Williams  
Wilson, Dean of  
Academic Affairs

Assumes primary responsibility for the functioning of the nursing education program major. Responsibilities include: coordination of the development, implementation and evaluation of the curriculum; faculty recruitment, assignment, development and evaluation; and coordination of the development and enhancement of the College information system and education/training.

Dr. Wilson served as Dean of Academic Affairs (1990-95) and as Director of Administrative Affairs (1988-90). She returned to her great love, teaching, in 1995. During her administrative tenure, Dr. Wilson provided leadership for a major curriculum revision, for revision of the College's academic standards, and for the College's first effort to implement continuous quality improvement (CQI) methodology. She served as a self-study writer and coordinator of the site visits, which helped lead to the 10-year accreditation from the North Central Association and the 8-year accreditation from the National League for Nursing. Dr. Wilson contributed to the development of the



College's graduate program by focusing her doctoral dissertation on documenting the need for the program and also by serving on the graduate program steering committee.

Most of Dr. Wilson's research has focused on nursing education topics. She has presented papers on such topics as "Nontraditional Patterns: Addressing the Curriculum Revolution--The Single Purpose Institution," "The Continuing Confusion of Continuing Education," and "Linking Research to Practice--A Nursing Research Forum." Among her honors is the Distinguished Alumni Award for Excellence in Nursing by Illinois Wesleyan University.

### **Director of Student Affairs and Public Relations**

Gail A. Lamb, B.S.Ed., M.A., N.C.C., MHSN 1978-1985, MCN 1983-

Responsible for directing a multi-faceted program of student affairs and services designed to promote, enhance and facilitate the development of students. Primary functional areas of responsibility include: new student orientation program; residential life program; counseling and career development services; student health care program; judicial life program; and transcultural nursing program. Serves as Director of Public Relations for the College.

Lamb began her career at Mennonite in the fall of 1978 as a counselor, a position she held until 1983 when she became Director of Counseling Services for Mennonite Hospital School of Nursing and Mennonite College of Nursing. In the College program, as Assistant Professor of Human Relations, Lamb developed and taught introductory personal growth classes for junior students. In addition to teaching, which she did until 1992 when she assumed full-time administrative responsibilities, she provided leadership for the Transcultural Nursing Program, establishing programs at Coventry and Warwickshire College of Nursing and Midwifery in England, Harlan Home Health through the Appalachian Healthcare System, and La Casa de Mary and Marta Mennonite Missionary Home in San Antonio, Texas. Lamb served as Chairperson for the 10/75 Celebration (July 1, 1993-December 31, 1994). She worked closely with Dr. Fred Mills, who painted the Celebration montage. She chaired a committee for Founders Day celebrations, which began in 1994.

Lamb also initiated and implemented the Peer Support Persons Program, the Upperclass Living at Troyer Program, and career credentialing activities for students. In 1993, she assumed the role of Editor of *The Flame*.



■ Gail A. Lamb,  
Director of Student  
Affairs and Public  
Relations





■ Joyce Skelton Thorpe, Registrar



■ Mary Ann Watkins, Director of Admissions and Financial Aid

As Public Relations Director, Lamb's passionate concern has been for the community to realize that there are three institutions in Bloomington-Normal which are accredited to award degrees at the baccalaureate level and above--and one of them is Mennonite College of Nursing.

### **Registrar**

Joyce Skelton Thorpe, B.S.N., M.S., R.N., C.S.,  
MHSN 1977-1983, MCN 1984-

Responsible for directing a wide range of administrative services including: registrar/testing services; database services; maintenance and security of facilities; and Division of Continuing Education.

Thorpe first joined the Mennonite faculty in the fall of 1977, teaching primarily nursing management skills to senior students. She brought a broad base of nursing management practice experience to this position. She was a major contributor to the development of the community health course, integral to the baccalaureate curriculum, and to a specialized gerontological nursing course, which was a uniquely progressive part of the curriculum.

In 1991 Thorpe joined the administrative team, filling the position of Director of Administrative Affairs. In 1993 the title of this position changed to Registrar, which more accurately described the major focus of responsibilities.

As Registrar, Thorpe updated and refined the record keeping and registration process. Professionally she was active in the Illinois Nurses' Association, serving as the 6th District President (1985-86), and in the Illinois and American Association of Collegiate Registrars and Admissions Officers. Thorpe continued to teach courses which focused on management skills and licensure preparation of new graduates.

### **Director of Admissions and Financial Aid**

Mary Ann Watkins, B.S., M.S., R.N., MHSN 1967-1985, MCN 1983-

Establishes and maintains a quality program of recruitment, admissions, and financial aid designed in keeping with the College mission and philosophy. Major responsibilities include the administration of student services in the areas of recruitment planning, implementation and evaluation, preadmission advising and coordination with cooperating colleges, interviewing of applicants and coordination of federal, state, and private financial aid programs.



Watkins began her career at Mennonite in the fall of 1967 as health nurse. In 1969 she became Director of Student Services with responsibility for recruitment, admissions, financial aid, orientation, and student health. When Mennonite College of Nursing was established, she became Director of Admissions and Financial Aid, which included functions of registrar. (In 1988, the Registrar's functions were assumed by another administrative position.)

She spearheaded the development and implementation of the highly successful Student Ambassador Program, which provided outstanding student leaders the opportunity to assist with recruitment. She also was instrumental in establishing the Presidential Scholarship, which granted full tuition to qualified students, and the Academic Scholarships, which provided \$1,000 to each student meeting the requirements.

Watkins has been particularly effective in projecting a positive image of the College throughout the recruitment process. She has given numerous presentations on topics such as "Careers in Nursing," "Mennonite College of Nursing Update," and the "Scholarship Program" at MCN. She held memberships and was actively involved in a variety of professional organizations related to admissions and financial aid, as well as community organizations. She is a charter member of the Xi Pi Chapter of Sigma Theta Tau International Nursing Honor Society.

### **Director of Health Sciences Library**

Toni L. Tucker, B.S., M.A., MCN 1988-

Responsible for directing library service to the College academic community and to the BroMenn Healthcare community and its medical/dental staff. Major responsibilities include the selection, education, and supervision of library personnel and the development of the book, journal, and audio-visual collections; and the promotion of a climate of positive human relations.

Tucker is a senior member of the Academy of Health Information Professionals. She is vice-chair of the Alliance Library System Advisory Council and coordinator of the Heart of Illinois Library Consortium. She is also a member of the Managing Change Workgroup at BroMenn Healthcare. Management activities include training and working as a CQI Facilitator and being a facilitator of one of BroMenn's reengineering teams.

Professional presentations included teaching how to navigate the World Wide Web and training librarians in collection development, management of statistics, and evaluation of multi-media products for the library.



■ Toni L. Tucker,  
Director of Health  
Sciences Library



Community activities included the United Way Campaign of McLean County and MCN representative on the Board of United Campus Christian Foundation.

Tucker has received grants to renovate and automate the libraries at MCN and at BroMenn Healthcare. She has maintained her expertise in the changing world of libraries by taking courses at the University of Wisconsin and the Medical Library Association.



■ Some of the *People* involved in this history of "People, Progress, and Promise" of Mennonite College of Nursing.



## Mennonite College of Nursing Board of Trustees (1983-1995)

During the transition years of 1983-85, a Board of Directors served both the School and College. With the graduation of the last diploma students in May, 1985, the Board became known as the Mennonite College of Nursing Board of Directors (called Trustees in 1991). The Board had the legal authority to determine the overall administrative policies for the College.

Briefly stated, the duties of the Board were (1) to set forth the goals of the College and the programs to achieve those goals; (2) to provide a College administrative structure; (3) to provide financial support from all necessary sources; (4) to elect officers of the Board and to appoint the requisite administrative and academic officers of the College; and (5) to promote the best interests of the College.

Members of the Board from 1983-95 appear in the list below, arranged alphabetically and followed by dates of service.

## Governing Boards



■ Jeffrey Schaub,  
President, Board of  
Trustees 1985-90

### Trustees

Member	Dates of Service
Baughan, Ann	1990-95; Secretary, 1992-95
Brandt, Marietta	1983-89
Chow, David K.Y., M.D.	1983-86; Secretary, 1986-91
Dunn, William	Chairman, 1983-85
Froelich, Nancy	Vice President, 1983-90; Vice Chairperson, 1990-91
Gardner, Barbara	1987-90
Hearne, George A.	1992-95
Johnson, Richard	1983-91
Joslin, Stephany	1991-95
Kern, Susan T., Ph.D.	1991-95
Kinder, Jacquelyn, Ed.D.	1984-85
Maitland, Joanne	1985-91
Oesch, Ruth	1983-85
Reynolds, Dallas	1985-91
Richardson, Arlan, Ph.D.	1983-86
Rutrough, James E.	1991-95
Schaub, Jeffrey	President, 1985-90; Chairperson, 1990-91
Skillrud, David, M.D.	1987-95
Smith, Edgar	1991-95
Strassheim, Dale	Chairperson, 1991-95
Warner, Joseph	1991-95
Watkins, Lloyd I., Ph.D.	1983-92
Webb, Mary Ann	1992-95
Willard, Donald	1989-91; Vice Chairperson, 1991-95
Zimmerman, Richard, M.D.	Secretary, 1983-86
*Armstrong, Lucile C.	1984-88
*Hogan, Kathleen, Ed.D.	1982-95
*Williams, Denise	1987-91;
	Denise Williams Wilson, Ph.D., 1991-95

\*ex-officio members





■ Dale Strassheim,  
Chairperson of MCN  
Board of Trustees and  
Chief Executive Officer  
of BroMenn, 1991-95

## BroMenn Healthcare Board Of Directors (1994-95)

From the time of its establishment, Mennonite College of Nursing has been a legal entity under the multi-institutional BroMenn Healthcare corporate structure. A BroMenn Healthcare Board approves members nominated to the MCN Board, receives operational reports, contracts support services, and handles other relevant business concerning the College. For the last academic year of this history (1994-95), directors of the BroMenn Healthcare Board were as follows:

William Schmidtgal,  
Chairman  
Carl Sneed,  
Vice Chairman  
Susan Kern, Ph.D.,  
Secretary  
Ronald Guthoff,  
Treasurer  
Janella Cooley  
Gilbert Dorsey  
Donald Engelkes  
Kenneth Gerig

Patricia Grogg, Ph.D.  
Pat Kaisner  
Ralph Klopfenstein  
George O'Neil, Jr., M.D.  
Philip Queen, Ph.D.  
Lawrence Raines, M.D.  
Daniel Scott, M.D.  
Dale S. Strassheim  
Henry Tanton  
Ralph T. Turner  
W. Charles Witte

## Mennonite College of Nursing Board of Trustees (1994-95)

Members of the Board of Trustees for the Mennonite College of Nursing for the years 1994-95 are listed below, with officers listed first.

Dale Strassheim, Chairperson  
Donald Willard, Vice Chairperson  
Ann Baughan, Secretary  
George A. Hearne  
\*Kathleen Hogan, Ed.D.  
Stephany Joslin  
Susan T. Kern, Ph.D.  
James E. Rutrough  
David Skillrud, M.D.  
Edgar Smith  
Mary Ann Webb



"My view...is that the ultimate destination of all nursing is nursing of the sick in their home....I look to the abolition of all hospitals,...but no use to talk about the year 2000." These were the words of Florence Nightingale in 1867. (In a letter to Henry Bonkam Carter, Managing Director of the Guardian Life Assurance Company.)

Ms. Nightingale advocated that the patient should be treated not the disease. She said a physician may cure the patient's life, but it was the nurse who helped a person to live. She taught that prevention of disease was infinitely better than cure. She championed higher education and life-long learning for nurses.

At the turn of the 19th century, public health nurses in the United States had a high degree of autonomy, engaging in health promotion and disease prevention. They visited tenement houses to teach families the importance of sanitation and personal hygiene. They went into the schools and taught good nutrition. They lobbied for child labor laws. These nurses were acutely aware of the social significance of providing health care to the entire community.

As we approach the turn of the 20th century, I think "back to the future" and of the prophetic words of Ms. Nightingale. During the coming decade health care will continue to move from hospital-based, fee-for-service care to care that is prepaid, community-based. A major focus will be on preventive education and services and on primary care. Estimates are that by the year 2000, 90 percent of the people will be in managed-care plans, and 60 percent of the hospital beds will be eliminated. These changes in the delivery and financing of health care are intended to control escalating costs. Indeed, economic, demographic, and technological forces will drive the health-care system to continue to change significantly.

Educators and practitioners of nursing know that change must be embraced. New competencies must be developed and all health-care professionals must work together to help shape nursing practice for the future. In fact, nursing is well prepared for the future in that it has a legacy of promoting health and well-being and providing community-based care. Traditionally, nursing competencies have focused on "the intellectual, the interpersonal, and the technical." These competencies will be expanded and new competencies will be developed. Nurses will become "knowledge workers." They will monitor and manage large databases, identify quality indicators, and evaluate outcome measures. Nurses will be reflective thinkers and efficient problem solvers. They will have greater

## The Promise: A Look into the Future

### An MCN Moment

As we look to the future, the motto of Mennonite

College of Nursing, "**For Love of God and Humanity,**" will continue to serve as the highest guiding principle that governs our actions, interactions, and aspirations.



knowledge of managed care and fiscal management, becoming fully accountable and cost-effective practitioners. In addition, nurses will have academic and experiential backgrounds in systems theory, interdisciplinary collaboration, and cultural diversity.

As we look to the future, the motto of Mennonite College of Nursing, "For Love of God and Humanity," will continue to serve as the highest guiding principle that governs our actions, interactions, and aspirations. MCN will continue as a preeminent center of excellence, a center of faith, hope, and love, a center of peace and healing. Such a faith-inspired academic learning community will create an interactive, caring environment where teaching, learning, scholarship and service will flourish.

Mennonite College of Nursing will accept the challenges to continue to prepare compassionate, competent, confident, and committed nurses with a strong moral character and dedicated to the traditional values of their high calling. It is this single-minded purpose that will define us. It is our gift of faithfulness to serve the vulnerable, the underserved, and the community at large as well-educated professional nurses. MCN will light new candles of excellence to guide those who entrust us with their personal and professional development into the new millennium.



**...and the flame will  
burn brightly...**





■ Fred Mills Montage





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